

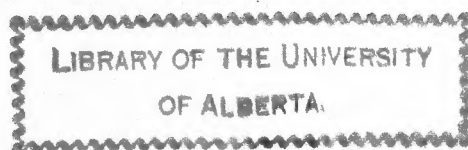
ALBERTA, EDUCATION 1909



PROVINCE OF ALBERTA  
DEPARTMENT OF EDUCATION  
FOURTH ANNUAL REPORT  
1909

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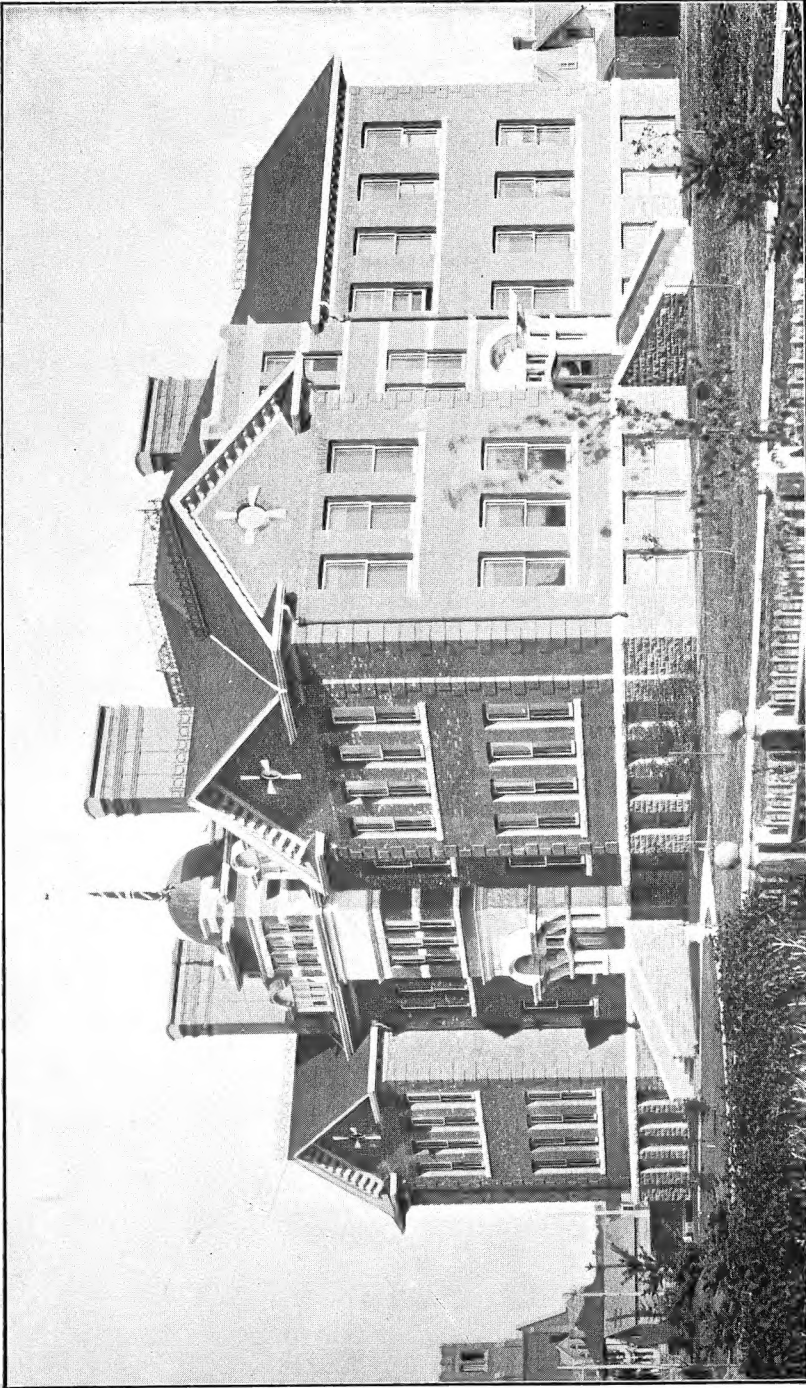












COLLEGIATE INSTITUTE, STRATHCONA

FOURTH ANNUAL REPORT  
OF THE  
DEPARTMENT OF EDUCATION  
OF THE  
PROVINCE OF ALBERTA

1909

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PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY

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EDMONTON  
JAS. E. RICHARDS, GOVERNMENT PRINTER





DEPARTMENT OF EDUCATION,  
EDMONTON, May 20, 1910.

To His Honour,  
GEORGE HEDLEY VICARS BULYEA,  
*Lieutenant Governor of the Province of Alberta.*

SIR,—

I have the honour to transmit herewith the Annual Report  
of the Department of Education for the year 1909.

I have the honour to be, Sir,

Your obedient servant,

ALEX. C. RUTHERFORD,  
*Minister of Education.*



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# DEPARTMENT OF EDUCATION

## 1909

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### MINISTER OF EDUCATION:

A. C. Rutherford, Esq., B.A., LL.D., M.P.P.

### DEPUTY MINISTER OF EDUCATION:

D. S. MacKenzie, Esq.

### OFFICE STAFF:

W. W. Gould, T. W. Henderson, R. D. Campbell, M. M. O'Brien, Chas. H. Graban,  
P. Gainer, A. J. Kemp, Miss E. Martin, Miss E. Webster, Miss  
F. E. Ross, Miss E. J. MacDiarmid, Miss L. Van  
Camp, Miss B. Henderson, Miss A.  
B. Merrill, Miss Calvert.

### CHIEF INSPECTOR OF SCHOOLS:

John Ross, B.A.

### INSPECTORS:

|                                      |                              |
|--------------------------------------|------------------------------|
| J. A. Fife, B.A., Edmonton.          | J. F. Boyce, B.A., Red Deer. |
| E. L. Hill, B.A., Strathcona.        | J. W. Brown, B.A., Macleod.  |
| P. H. Thibaudeau, B.A., Lacombe.     | J. A. Smith, B.A., Calgary.  |
| J. E. Loucks, B.A., High River.      | W. Scott, B.A., Hardisty.    |
| D. A. McKerricher, B.A., Lethbridge. |                              |

### SUPERVISOR OF SCHOOLS AMONG FOREIGNERS:

Robert Fletcher, Lamont.

### OFFICIAL ORGANIZER OF SCHOOLS:

Geo. O. Baetz.

### NORMAL SCHOOL STAFF.

W. H. Thompson, B.A., Principal. E. W. Coffin, B.A., Ph.D., Vice-Principal.  
J. C. Miller, B.Sc. C. H. Russell, B.A. Eliza M. Burnett. Mrs. H. Booth.

### MEMBERS OF EDUCATIONAL COUNCIL:

|                                |                           |
|--------------------------------|---------------------------|
| Mr. Justice Beck.              | James Short, Esq., K.C.   |
| J. F. Fowler, Esq.             | E. H. Rouleau, Esq., M.D. |
| Jas. McCaig, Esq., M.A., LL.B. |                           |





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**PART I.**  
**REPORT OF THE DEPUTY MINISTER**  
**STATISTICS**

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# REPORT

## OF THE

### DEPUTY MINISTER OF EDUCATION

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A. C. RUTHERFORD, Esq., B.A., B.C.L., LL.D., M.P.P.,  
*Minister of Education.*

SIR,—I have the honour to submit herewith the fourth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1909.

The great activity in the organization of new districts which existed during the former year has not in the least diminished and the work of organization for the year 1909 was considerably greater than that of any former year. Though school districts have been formed in greatest numbers along the many railway lines now under construction throughout the province, a remarkable interest in the establishment of schools has been shown by the settlers in parts of the province remote from railways.

For the information of those interested in the establishment and operation of schools in our new settlements, it may be explained that the funds required for the erection and equipment of schools are usually obtained through the issue of school debentures, the payments of which extend over a period of years. The revenue of the district is derived from two sources, local taxation and government grants. With respect to the former, the single land tax system prevails in rural districts while in village and town districts, the taxation is based on the value of real and personal property. With respect to the latter source of revenue, government grants, the amount earned by any particular district is dependent upon a number of conditions which can be best explained by quoting from The School Grants Ordinance, as follows:

“3. In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts an amount to be calculated as follows:
  - (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.
  - (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;

- (c) To each district engaging a teacher who holds a first Class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

*Schedule.*

A percentage of from 40 to 50 inclusive, 5 cents.

|   |   |    |   |     |   |    |   |
|---|---|----|---|-----|---|----|---|
| “ | “ | 51 | “ | 60  | “ | 10 | “ |
| “ | “ | 61 | “ | 70  | “ | 15 | “ |
| “ | “ | 71 | “ | 80  | “ | 20 | “ |
| “ | “ | 81 | “ | 100 | “ | 25 | “ |

- 2. To village and town districts an amount to be calculated as follows:
  - (a) To each district the sum of 90 cents per day for each day its school is kept open;
  - (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
  - (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of from 50 to 60 inclusive, 5 cents.

|   |   |    |   |     |   |    |   |
|---|---|----|---|-----|---|----|---|
| “ | “ | 61 | “ | 70  | “ | 10 | “ |
| “ | “ | 71 | “ | 80  | “ | 15 | “ |
| “ | “ | 81 | “ | 90  | “ | 20 | “ |
| “ | “ | 91 | “ | 100 | “ | 25 | “ |

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due.

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance

of the whole school shall at least equal twenty pupils to each teacher employed:

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

Provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar year during which the school is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of monthly percentages of attendance by the number of such monthly percentages of attendance."

"9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorized and furnished by the department: 1 1 3

Provided that on the recommendation of an inspector the Commissioner of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library. Amended c. 10, 1904, s. 2."

The feature of the year's development appears to be the rapid settlement of farm lands as compared with the increase in our urban population as the following statement of the school population during the past few years will indicate.

| YEAR           | RURAL  | URBAN  | TOTAL  |
|----------------|--------|--------|--------|
| 1905 . . . . . | 13,619 | 10,635 | 24,254 |
| 1906 . . . . . | 14,576 | 14,208 | 28,784 |
| 1907 . . . . . | 16,344 | 17,994 | 34,338 |
| 1908 . . . . . | 19,599 | 20,054 | 39,653 |
| 1909 . . . . . | 23,165 | 22,883 | 46,048 |

As a consequence of the expansion in the number of both rural and urban schools, the supply of properly qualified teachers continues to be a serious problem. It is still probable, however, that teachers may be secured in sufficient numbers without lowering in any way the relatively high standards of proficiency required by the department. The contemplated extension of the sessions of the Normal School has been postponed from time to time with the object of enabling a larger number of teachers holding the requisite academic qualifications to acquire professional qualifications each year. Last year a very satisfactory arrangement was made whereby British teachers possessing full academic and professional qualifications might be recognized as teachers in this province without further examination. The department is greatly indebted to the officials of the English and Scotch Boards of Education at Whitehall and the Office of National Education, Dublin, for the care with which the qualifications and suitability of applicants have been considered and reported; and by means of a system of careful selection of teachers from Britain's surplus, the dearth of teachers in this province should gradually disappear.

Owing to the many and varied inducements offered in other lines of activity in this new province, there is a constant and inevitable leakage in the teaching ranks, and in order to prevent the ranks from depletion in such competition fairly high salaries must necessarily be maintained. In the following table a comparative statement is made showing the average salaries paid to first and second class teachers during the five years which have elapsed since the organization of the province:

| YEAR           | FIRST CLASS CERTIFICATE |               | SECOND CLASS CERTIFICATE |               |
|----------------|-------------------------|---------------|--------------------------|---------------|
|                | <i>Male</i>             | <i>Female</i> | <i>Male</i>              | <i>Female</i> |
| 1905 . . . . . | \$741.08                | \$615.63      | \$620.90                 | \$572.10      |
| 1906 . . . . . | 807.10                  | 610.01        | 640.50                   | 585.07        |
| 1907 . . . . . | 910.05                  | 652.55        | 674.40                   | 574.40        |
| 1908 . . . . . | 973.55                  | 702.00        | 700.00                   | 641.10        |
| 1909 . . . . . | 1,021.98                | 717.42        | 736.81                   | 649.28        |

The rapid growth of our educational system in all its phases can be best indicated by the statistics and special reports submitted herewith.

I have the honour to be, Sir,

Your obedient servant,

D. S. MACKENZIE,  
*Deputy Minister of Education.*

## STATISTICS.

## GENERAL SUMMARY.

|                                                           | —1908—       | —1909—       |             |
|-----------------------------------------------------------|--------------|--------------|-------------|
| Number of school districts. . . . .                       | 1,070        | 1,250        |             |
| Increase for the year. . . . .                            |              |              | 180         |
| Number of districts having school in operation . . . . .  | 851          | 970          |             |
| Increase for the year. . . . .                            |              |              | 119         |
| Number of departments in operation. . . . .               | 1,139        | 1,323        |             |
| Increase for the year. . . . .                            |              |              | 184         |
| Number of pupils enrolled . . . . .                       | 39,653       | 46,048       |             |
| Increase for the year. . . . .                            |              |              | 6,395       |
| Average attendance of pupils . . . . .                    | 18,923.77    | 22,225.06    |             |
| Increase for the year. . . . .                            |              |              | 3,301.29    |
| Percentage attendance of pupils . . . . .                 | 48%          | 48.24        |             |
| Decrease for the year. . . . .                            |              |              | .24         |
| Average length of school year, --days. . . . .            | 160.03       | 163.23       |             |
| Increase for the year. . . . .                            |              |              | 3.20        |
| Total grants paid to School Districts . . . . .           | \$228,678.48 | \$262,106.06 |             |
| Increase for the year. . . . .                            |              |              | \$33,427.58 |
| School debentures authorized . . . . .                    | 563,925.00   | 978,550.00   |             |
| Increase for the year. . . . .                            |              |              | 414,625.00  |
| School debentures registered . . . . .                    | 787,900.00   | 975,950.00   |             |
| Increase for the year. . . . .                            |              |              | 188,050.00  |
| Amount expended on school buildings and grounds. . . . .  | 666,732.32   | 769,210.41   |             |
| Increase for the year. . . . .                            |              |              | 102,478.12  |
| Amount expended for teachers' salaries. . . . .           | 592,222.64   | 758,815.51   |             |
| Increase for the year. . . . .                            |              |              | 166,592.87  |
| Paid on debentures and notes including interest . . . . . | 847,233.89   | 818,910.51   |             |
| Decrease for the year. . . . .                            |              |              | 28,323.38   |
| Amount expended for all other purposes . . . . .          | 287,492.40   | 388,921.74   |             |
| Increase for the year. . . . .                            |              |              | 101,429.34  |

## SCHOOL DISTRICTS.

| In existence December 31, 1908 | Erected during 1909      |
|--------------------------------|--------------------------|
| Public . . . . . 1,058         | Public . . . . . 177     |
| Separate . . . . . 8           | Separate . . . . . 2     |
| *Unorganized . . . . . 4       | *Unorganized . . . . . 1 |
| Total . . . . . 1,070          | Total . . . . . 180      |

\*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the province 17 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1908 and 1909 and Departments in each.

| SCHOOLS having          | TOTAL SCHOOLS |      | TOTAL DEPTS |       |
|-------------------------|---------------|------|-------------|-------|
|                         | 1908          | 1909 | 1908        | 1909  |
| 1 Department. . . . .   | 798           | 910  | 798         | 910   |
| 2 Departments . . . . . | 19            | 22   | 38          | 44    |
| 3 " . . . . .           | 8             | 9    | 24          | 27    |
| 4 " . . . . .           | 8             | 8    | 32          | 32    |
| 5 " . . . . .           | 3             | 5    | 15          | 25    |
| 6 " . . . . .           | 3             | 1    | 18          | 6     |
| 7 " . . . . .           | 1             | 4    | 7           | 28    |
| 8 " . . . . .           | 3             | .    | 24          | .     |
| 9 " . . . . .           | 1             | 3    | 9           | 27    |
| 10 " . . . . .          | 1             | .    | 10          | .     |
| 11 " . . . . .          | 1             | 1    | 11          | 11    |
| 12 " . . . . .          | .             | 2    | .           | 24    |
| 16 " . . . . .          | 2             | .    | 32          | .     |
| 19 " . . . . .          | 1             | 1    | 19          | 19    |
| 20 " . . . . .          | .             | 1    | .           | 20    |
| 24 " . . . . .          | .             | 1    | .           | 24    |
| 44 " . . . . .          | 1             | .    | 44          | .     |
| 58 " . . . . .          | 1             | .    | 58          | .     |
| 59 " . . . . .          | .             | 1    | .           | 59    |
| 67 " . . . . .          | .             | 1    | .           | 67    |
|                         | 851           | 970  | 1,139       | 1,323 |

ATTENDANCE OF PUPILS.

| AT ALL SCHOOLS                             | 1908      | 1909        | Increase  |
|--------------------------------------------|-----------|-------------|-----------|
| No. of pupils attending school during year | 39,653    | 46,048      | 6,395     |
| No. of boys " " " "                        | 19,516    | 23,701      | 4,185     |
| No. of girls " " " "                       | 20,137    | 22,347      | 2,210     |
| Total aggregate attendance for 1st term... | 2,128,701 | 2,406,548   | 277,847   |
| " " " " 2nd term                           | 1,754,561 | 1,885,975.5 | 131,414.5 |
| " " " " year.                              | 3,883,262 | 4,292,523.5 | 409,261.5 |
| Total average attendance for year          | 18,923.77 | 22,225.06   | 3,301.29  |

CLASSIFICATION OF PUPILS (1909).

| STANDARDS                   | No. of pupils |        | Increase | Per cent. of enrolment |
|-----------------------------|---------------|--------|----------|------------------------|
|                             | 1908          | 1909   |          |                        |
| Standard I, Part 1. . . . . | 11,565        | 13,929 | 2,364    | 30.25                  |
| " I, Part 2 . . . . .       | 5,823         | 6,509  | 686      | 14.14                  |
| " II. . . . .               | 6,929         | 7,619  | 690      | 16.52                  |
| " III. . . . .              | 7,032         | 7,778  | 746      | 16.90                  |
| " IV. . . . .               | 4,613         | 5,298  | 685      | 11.50                  |
| " V. . . . .                | 2,519         | 3,168  | 649      | 6.89                   |
| " VI. . . . .               | 748           | 1,006  | 258      | 2.19                   |
| " VII. . . . .              | 316           | 512    | 196      | 1.12                   |
| " VIII. . . . .             | 108           | 229    | 121      | .49                    |
| Totals. . . . .             | 39,653        | 46,048 | 6,395    | 100.00                 |



## COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Rural, Town and Village Schools.

|                                                      | Town and<br>villageschools | Rural schools |
|------------------------------------------------------|----------------------------|---------------|
| Number of pupils enrolled. . . . .                   | 22,883                     | 23,165        |
| Aggregate days' attendance of pupils. . . . .        | 2,434,061                  | 1,861,462     |
| Daily average attendance of pupils. . . . .          | 9,826.19                   | 12,498.87     |
| Percentage of attendance of total enrolment. . . . . | 56.01                      | 50.30         |
| Average length of school year—days. . . . .          | 189.91                     | 159.56        |
| Classification—Standard I, Part 1. . . . .           | 6,904                      | 7,025         |
| “ I, Part 2. . . . .                                 | 3,141                      | 3,368         |
| “ II. . . . .                                        | 3,645                      | 3,974         |
| “ III. . . . .                                       | 3,583                      | 4,195         |
| “ IV. . . . .                                        | 2,492                      | 2,806         |
| “ V. . . . .                                         | 1,565                      | 1,603         |
| “ VI. . . . .                                        | 824                        | 182           |
| “ VII. . . . .                                       | 500                        | 12            |
| “ VIII. . . . .                                      | 229                        | ...           |
| Total number of pupils . . . . .                     | 22,883                     | 23,165        |

NOTE.—The statistics in the above table for 1909 were compiled from the returns received from 858 rural districts representing 859 departments and 112 town and village districts representing 462 departments.

## LENGTH OF SCHOOL YEAR (1909).

|                                                        |     |
|--------------------------------------------------------|-----|
| Number of schools open between 21 and 50 days. . . . . | 18  |
| “ “ “ “ 50 “ 100 “ . . . . .                           | 137 |
| “ “ “ “ 100 “ 150 “ . . . . .                          | 235 |
| “ “ “ “ 150 “ 200 “ . . . . .                          | 280 |
| “ “ “ over 200 “ . . . . .                             | 300 |
| Total . . . . .                                        | 970 |

## TEACHERS EMPLOYED, CERTIFICATES AND SALARIES (1909).

| CLASS OF<br>CERTIFICATE | No. of Teachers | Schools open the whole year |          |           | No. of Teachers | Schools open part of year |          |          |
|-------------------------|-----------------|-----------------------------|----------|-----------|-----------------|---------------------------|----------|----------|
|                         |                 | Salaries per year           |          |           |                 | Salaries per year         |          |          |
|                         |                 | Highest                     | Lowest   | Average   |                 | Highest                   | Lowest   | Average  |
| First, male.            | 101             | \$1850 00                   | \$600 00 | \$1021 98 | 34              | \$780.00                  | \$600.00 | \$691 88 |
| First, female           | 124             | 1440 00                     | 550 00   | 717 42    | 26              | 720.00                    | 600 00   | 654 61   |
| Second, male.           | 164             | 1800 00                     | 480 00   | 736 81    | 109             | 960 00                    | 500.00   | 666 10   |
| Second, female          | 599             | 1020 00                     | 500 00   | 649 28    | 200             | 960 00                    | 480 00   | 649.07   |
| Third, male             | 15              | 750 00                      | 600 00   | 654 66    | 12              | 720 00                    | 540 00   | 653 33   |
| Third, female.          | 15              | 720 00                      | 550 00   | 620 66    | 16              | 720 00                    | 540 00   | 626 87   |
| Permit, male...         | 37              | 780 00                      | 600 00   | 634 05    | 98              | 720.00                    | 500 00   | 632 85   |
| Permit, female          | 81              | 960 00                      | 480 00   | 610 92    | 184             | 780 00                    | 480 00   | 598 64   |
| TOWN SCHOOLS            |                 |                             |          |           | VILLAGE SCHOOLS |                           |          |          |
| First, male             | 70              | \$1850 00                   | \$720 00 | \$1152 42 | 14              | \$ 900 00                 | \$660 00 | \$801 42 |
| First, female           | 85              | 1440 00                     | 600 00   | 741 93    | 1               | 1000.00                   | 600 00   | 743 84   |
| Second, male.           | 27              | 1800 00                     | 600 00   | 972 59    | 30              | 1020 00                   | 600 00   | 811 33   |
| Second, female          | 273             | 1020 00                     | 500 00   | 669 52    | 47              | 900 00                    | 540 00   | 677 55   |
| Third, male             | 1               | 750 00                      | 750 00   | 750 00    | 2               | 750 00                    | 650 00   | 700 00   |
| Third, female..         | 3               | 720 00                      | 600 00   | 660 00    | 2               | 660 00                    | 550 00   | 605 00   |
| K'garten, male          |                 |                             |          |           |                 |                           |          |          |
| " female...             | 4               | 720 00                      | 600 00   | 645 00    |                 |                           |          |          |
| Permit, male            |                 |                             |          |           | 3               | 720 00                    | 600 00   | 673.33   |
| Permit, female          | 2               | 700 00                      | 600 00   | 650 00    | 6               | 960 00                    | 600 00   | 680 00   |
| YEARLY RURAL SCHOOLS    |                 |                             |          |           | IN ALL SCHOOLS  |                           |          |          |
| First, male..           | 17              | \$720 00                    | \$600 00 | \$666 47  | 135             | \$1850 00                 | \$600 00 | \$938 91 |
| First, female           | 26              | 750 00                      | 550 00   | 624 11    | 150             | 1440 00                   | 550 00   | 706 53   |
| Second, male.           | 107             | 840 00                      | 480 00   | 656 42    | 273             | 1800 00                   | 480 00   | 708 94   |
| Second, female          | 279             | 720 00                      | 540 00   | 624 71    | 799             | 1020 00                   | 500 00   | 649 23   |
| Third, male             | 12              | 720 00                      | 600 00   | 639 16    | 27              | 750 00                    | 600 00   | 654 07   |
| Third, female.          | 10              | 660 00                      | 600 00   | 612 00    | 31              | 720 00                    | 550 00   | 623 87   |
| Permit, male            | 34              | 780 00                      | 600 00   | 630 58    | 135             | 780 00                    | 600 00   | 633 18   |
| Permit, female          | 73              | 720 00                      | 480 00   | 601 1     | 265             | 960 00                    | 480 00   | 602 38   |

Total number of teachers employed during the year . . . . . 1,815

Total number of teachers employed at one time . . . . . 1,321

Altogether there were 494 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed . . . . . \$676 10

SCHOOL HOUSES AND EQUIPMENT.

|                                                                      |        |
|----------------------------------------------------------------------|--------|
| Log . . . . .                                                        | 48     |
| Frame . . . . .                                                      | 699    |
| Brick . . . . .                                                      | 51     |
| Stone . . . . .                                                      | 8      |
| Other material . . . . .                                             | 3      |
| No. of districts that have provided wells at schools . . . . .       | 321    |
| No. of wells from which good water is obtained . . . . .             | 239    |
| No. of schools provided with insufficient blackboard space . . . . . | 41     |
| No. of schools having a satisfactory system of ventilation . . . . . | 614    |
| No. of schools provided with satisfactory desks . . . . .            | 807    |
| School equipment as shown by annual returns:                         |        |
| Total number of volumes in school libraries . . . . .                | 33,436 |
| Dictionaries . . . . .                                               | 1,147  |
| Globes . . . . .                                                     | 1,130  |
| Sand modelling boards . . . . .                                      | 36     |
| Numeral frames . . . . .                                             | 920    |
| Charts . . . . .                                                     | 566    |
| Map of World . . . . .                                               | 1,024  |
| Map of North America . . . . .                                       | 910    |
| Map of South America . . . . .                                       | 395    |
| Map of Europe . . . . .                                              | 458    |
| Map of Asia . . . . .                                                | 347    |
| Map of Africa . . . . .                                              | 320    |
| Map of Canada . . . . .                                              | 995    |
| Map of Alberta . . . . .                                             | 790    |
| Other maps . . . . .                                                 | 787    |

SCHOOL DISTRICT DEBENTURES.

| YEAR | DEBENTURES AUTHORIZED   |          | DEBENTURES REGISTERED   |          |
|------|-------------------------|----------|-------------------------|----------|
|      | No. of school districts | Amount   | No. of school districts | Amount   |
| 1902 | 73                      | \$68,650 | 70                      | \$72,050 |
| 1903 | 83                      | 108,135  | 93                      | 109,285  |
| 1904 | 105                     | 264,190  | 109                     | 188,340  |
| 1905 | 120                     | 159,325  | 111                     | 228,725  |
| 1906 | 157                     | 422,325  | 146                     | 347,175  |
| 1907 | 171                     | 674,515  | 135                     | 485,165  |
| 1908 | 227                     | 563,925  | 236                     | 787,900  |
| 1909 | 204                     | 978,550  | 207                     | 975,950  |

## RECEIPTS AND EXPENDITURES.

## SUMMARY OF RECEIPTS AND EXPENDITURES OF SCHOOL DISTRICTS FOR THE YEAR 1909.\*

## RECEIPTS.

|                                         |                |
|-----------------------------------------|----------------|
| Cash on hand January 1st. . . . .       | \$201,493.20   |
| Proceeds from debentures. . . . .       | 992,516.04     |
| Taxes collected . . . . .               | 961,959.46     |
| Government grants. . . . .              | 307,186.13     |
| Pupils' fees . . . . .                  | 4,724.95       |
| Borrowed by note . . . . .              | 535,895.80     |
| Amount advanced by treasurers . . . . . | 9,382.03       |
| Other sources . . . . .                 | 220,332.79     |
|                                         | <hr/>          |
|                                         | \$3,233,490.40 |

## EXPENDITURES.

|                                             |                |
|---------------------------------------------|----------------|
| Teachers' salaries . . . . .                | \$758,815.51   |
| Officials' salaries. . . . .                | 52,785.20      |
| Paid on debentures . . . . .                | 244,185.38     |
| Paid on notes, including interest . . . . . | 574,725.13     |
| School buildings and repairs . . . . .      | 638,065.23     |
| School grounds . . . . .                    | 131,145.21     |
| School furniture . . . . .                  | 49,807.99      |
| Library and reference books . . . . .       | 7,471.69       |
| Apparatus and equipment . . . . .           | 19,830.57      |
| Supplies, stationery, etc . . . . .         | 22,119.68      |
| Caretaking and fuel . . . . .               | 96,794.85      |
| Insurance . . . . .                         | 17,478.81      |
| Other expenditures . . . . .                | 122,632.95     |
| Balance on hand December 31st . . . . .     | 497,632.20     |
|                                             | <hr/>          |
|                                             | \$3,233,490.40 |

\*Compiled from financial statements received from 1,096 school districts.

## COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts and Rural Schools Districts for the year 1909.

|                                             | Town and<br>Village Districts | Rural Districts       |
|---------------------------------------------|-------------------------------|-----------------------|
| <b>RECEIPTS</b>                             |                               |                       |
| Cash on hand January 31st . . . . .         | \$107,068.76                  | \$94,424.44           |
| Proceeds of debentures . . . . .            | 793,249.95                    | 199,266.09            |
| Taxes collected . . . . .                   | 443,305.40                    | 518,654.06            |
| Government grants . . . . .                 | 111,164.84                    | 196,021.29            |
| Pupils' fees . . . . .                      | 3,751.92                      | 973.03                |
| Borrowed by note . . . . .                  | 348,172.70                    | 187,723.10            |
| Amounts advanced by treasurers . . . . .    | 5,880.13                      | 3,501.90              |
| Other sources . . . . .                     | 204,577.98                    | 15,754.81             |
|                                             | <b>\$2,017,171.68</b>         | <b>\$1,216,318.72</b> |
| <b>EXPENDITURES.</b>                        |                               |                       |
| Teachers' salaries . . . . .                | \$335,520.85                  | \$423,294.66          |
| Officials' salaries . . . . .               | 17,496.02                     | 35,289.18             |
| Paid on debentures . . . . .                | 141,626.72                    | 102,558.66            |
| Paid on notes, including interest . . . . . | 384,139.63                    | 190,585.50            |
| School buildings and repairs . . . . .      | 466,688.54                    | 171,376.69            |
| School grounds . . . . .                    | 106,201.33                    | 24,943.88             |
| School furniture . . . . .                  | 21,272.23                     | 28,535.76             |
| Library and reference books . . . . .       | 2,784.04                      | 4,687.65              |
| Apparatus and equipment . . . . .           | 9,705.10                      | 10,125.47             |
| Supplies, stationery, etc . . . . .         | 10,096.20                     | 12,023.48             |
| Caretaking and fuel . . . . .               | 63,164.74                     | 33,630.11             |
| Insurance . . . . .                         | 9,912.65                      | 7,566.16              |
| Other expenditures . . . . .                | 103,612.77                    | 19,020.18             |
| Balance on hand December 31st . . . . .     | 344,950.86                    | 152,681.34            |
|                                             | <b>\$2,017,171.68</b>         | <b>\$1,216,318.72</b> |

## COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year 1909.

|                                                      | Town and<br>Village Districts | Rural Districts       |
|------------------------------------------------------|-------------------------------|-----------------------|
| <b>ASSETS.</b>                                       |                               |                       |
| Cash on hand . . . . .                               | \$344,950.86                  | \$152,681.34          |
| Arrears of taxes due . . . . .                       | 120,708.36                    | 379,921.99            |
| Estimated values of land and buildings . . . . .     | 2,578,518.03                  | 952,845.54            |
| Estimated value of furniture and apparatus . . . . . | 237,331.37                    | 191,066.99            |
| Estimated value of school libraries . . . . .        | 13,400.98                     | 17,008.54             |
| Other assets . . . . .                               | 178,593.06                    | 383,103.51            |
|                                                      | <b>\$3,473,502.66</b>         | <b>\$2,076,627.71</b> |
| <b>LIABILITIES.</b>                                  |                               |                       |
| Teachers' salaries . . . . .                         | \$ 5,786.88                   | \$ 43,942.49          |
| Debenture indebtedness . . . . .                     | 1,961,501.03                  | 622,649.53            |
| Outstanding accounts . . . . .                       | 116,199.24                    | 175,347.59            |
| Amounts due treasurers . . . . .                     | 5,880.13                      | 3,501.90              |
| Excess of assets over liabilities . . . . .          | 1,384,135.38                  | 1,231,186.20          |
|                                                      | <b>\$3,473,502.66</b>         | <b>\$2,076,627.71</b> |

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year  
1909.

## ASSETS

|                                                      |                |
|------------------------------------------------------|----------------|
| Cash on hand . . . . .                               | \$497,632.20   |
| Arrears of taxes due . . . . .                       | 500,630.35     |
| Estimated value of lands and buildings . . . . .     | 3,531,363.57   |
| Estimated value of furniture and apparatus . . . . . | 428,398.36     |
| Estimated value of school libraries . . . . .        | 30,409.52      |
| Other assets . . . . .                               | 561,696.57     |
|                                                      | <hr/>          |
|                                                      | \$5,550,130.57 |

## LIABILITIES.

|                                                     |                |
|-----------------------------------------------------|----------------|
| Teachers' salaries . . . . .                        | \$ 49,729.37   |
| Debenture indebtedness . . . . .                    | 2,584,150.56   |
| Outstanding accounts . . . . .                      | 291,546.83     |
| Amounts due treasurer for moneys advanced . . . . . | 9,382.03       |
| Excess of assets over liabilities . . . . .         | 2,615,321.78   |
|                                                     | <hr/>          |
|                                                     | \$5,550,130.57 |

## PROVINCIAL CERTIFICATES GRANTED (1909).

|                                           | Alta. | N.W.T. | Other<br>Provs. | Eng.<br>&<br>Wales | Ireland | Scot. | Total | Grand<br>Total |
|-------------------------------------------|-------|--------|-----------------|--------------------|---------|-------|-------|----------------|
| <i>(a) Interim Certificates.</i>          |       |        |                 |                    |         |       |       |                |
| 1st Class to Alberta teachers             | 49    |        |                 |                    |         |       | 49    |                |
| “ N.W.T. teachers                         |       | 1      |                 |                    |         |       | 1     |                |
| “ Teachers from Saskatchewan              |       |        | 7               |                    |         |       |       |                |
| “ “ “ Ontario                             |       |        | 15              |                    |         |       |       |                |
| “ “ “ Manitoba                            |       |        | 1               |                    |         |       |       |                |
| “ “ “ Nova Scotia                         |       |        | 1               |                    |         |       |       |                |
| “ “ “ New Brunswick                       |       |        | 4               |                    |         |       |       |                |
| “ “ “ Quebec                              |       |        | 2               |                    |         |       |       |                |
| “ “ “ Prince Edward Isl'nd                |       |        | 1               |                    |         |       | 31    |                |
| “ “ “ England                             |       |        |                 | 2                  |         |       |       |                |
| “ “ “ Scotland                            |       |        |                 |                    |         | 1     | 3     | 84             |
| 2nd Class to Alberta teachers             | 107   |        |                 |                    |         |       | 107   |                |
| “ N.W.T. teachers                         |       | 1      |                 |                    |         |       | 1     |                |
| “ Teachers from Saskatchewan              |       |        | 19              |                    |         |       |       |                |
| “ “ “ Ontario                             |       |        | 49              |                    |         |       |       |                |
| “ “ “ Manitoba                            |       |        | 19              |                    |         |       |       |                |
| “ “ “ Nova Scotia                         |       |        | 22              |                    |         |       |       |                |
| “ “ “ New Brunswick                       |       |        | 7               |                    |         |       |       |                |
| “ “ “ Quebec                              |       |        | 4               |                    |         |       | 120   |                |
| “ “ “ England and Wales                   |       |        |                 | 15                 |         |       |       |                |
| “ “ “ Ireland                             |       |        |                 |                    | 6       |       |       |                |
| “ “ “ Scotland                            |       |        |                 |                    |         | 3     | 24    | 252            |
| 3rd Class to Alberta teachers             | 25    |        |                 |                    |         |       | 25    |                |
| “ Teachers from Saskatchewan              |       |        | 1               |                    |         |       |       |                |
| “ “ “ Ontario                             |       |        | 37              |                    |         |       |       |                |
| “ “ “ Manitoba                            |       |        | 1               |                    |         |       |       |                |
| “ “ “ Nova Scotia                         |       |        | 3               |                    |         |       |       |                |
| “ “ “ New Brunswick                       |       |        | 14              |                    |         |       |       |                |
| “ “ “ Prince Edward Isla'd                |       |        | 19              |                    |         |       | 75    |                |
| “ “ “ England and Wales                   |       |        |                 | 5                  |         |       |       |                |
| “ “ “ Scotland                            |       |        |                 |                    |         | 1     | 6     | 106            |
| <i>(b) Professional Certificates.</i>     |       |        |                 |                    |         |       |       |                |
| 1st Class Professional Certificates       | 62    |        |                 |                    |         |       |       |                |
| 2nd “ “ “                                 | 212   |        |                 |                    |         |       |       |                |
| 3rd “ “ “                                 | 3     |        |                 |                    |         |       | 277   | 277            |
| <i>*(c) Provisional Certificates.</i>     |       |        |                 |                    |         |       |       |                |
| Provisional Certificates                  | 400   |        |                 |                    |         |       | 400   | 400            |
| <i>(d) Non-Professional Certificates.</i> |       |        |                 |                    |         |       |       |                |
| Standard VIII Diplomas                    | 55    |        |                 |                    |         |       |       |                |
| “ VII “                                   | 155   |        |                 |                    |         |       |       |                |
| “ VI “                                    | 325   |        |                 |                    |         |       |       |                |
| “ V “                                     | 645   |        |                 |                    |         |       | 1180  | 1180           |

NOTE.—Interim certificates are granted to teachers who complete a course of training at the Provincial Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal Training and who have taught successfully in the Province for at least one year on their Interim Certificates.

\*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS (1909).

STANDARD V EXAMINATIONS.

|                                   |     |
|-----------------------------------|-----|
| No. of candidates who wrote.....  | 908 |
| No. of candidates who passed..... | 645 |

TEACHERS' NON-PROFESSIONAL EXAMINATION.

| CENTRE                            | No. of Candidates |     |      |
|-----------------------------------|-------------------|-----|------|
|                                   | VI                | VII | VIII |
| Calgary.....                      | 71                | 41  | 16   |
| Cardston.....                     | 9                 | 6   | ..   |
| Edmonton.....                     | 68                | 38  | 19   |
| Lacombe.....                      | 30                | 11  | 2    |
| Lethbridge ..                     | 6                 | 14  | 13   |
| Macleod.....                      | 17                | 6   | 2    |
| Medicine Hat.                     | 24                | 8   | 5    |
| Nanton.....                       | 12                | 2   | ..   |
| Olds ..                           | 21                | 10  | ..   |
| Ponoka ..                         | 14                | 2   | 1    |
| Raymond ..                        | 18                | 15  | ..   |
| Red Deer....                      | 25                | 24  | 1    |
| Strathcona..                      | 26                | 26  | 1    |
| Stettler ....                     | 7                 | .   | .    |
| Vegreville..                      | 12                | 1   | .    |
| Wetaskiwin ..                     | 18                | 16  | 2    |
| Totals .....                      | 378               | 220 | 62   |
| Total .....                       |                   |     | 660  |
| No. of candidates who passed..... | 307               | 153 | 53   |
| Total.....                        |                   |     | 513  |

TEACHERS' PROFESSIONAL EXAMINATIONS (1909).

| FIRST TERM |     |        |     | SECOND TERM |     |        |     |
|------------|-----|--------|-----|-------------|-----|--------|-----|
| EXAMINED   |     | PASSED |     | EXAMINED    |     | PASSED |     |
| 1st        | 2nd | 1st    | 2nd | 1st         | 2nd | 1st    | 2nd |
| 20         | 51  | 20     | 51  | 46          | 79  | 45     | 77  |
| Totals     | 71  |        | 71  | Totals      | 125 |        | 122 |



CONVENTIONS.

The following is a list of the Teachers' Conventions held in Alberta in 1909.

| PLACE OF MEETING     | WHEN HELD                      | Teachers' Attendance |
|----------------------|--------------------------------|----------------------|
| Calgary . . . . .    | November 25th and 26th.. . . . | 117                  |
| Daysland . . . . .   | October 28th and 29th... . .   | 43                   |
| Edmonton . . . . .   | November 4th and 5th . . . . . | 188                  |
| Innisfail . . . . .  | October 7th and 8th.. . . .    | 72                   |
| Lethbridge . . . . . | October 21st and 22nd... . .   | 104                  |
| Ponoka . . . . .     | October 21st and 22nd... . .   | 68                   |
| Vegreville . . . . . | October 21st and 22nd... . .   | 73                   |

SCHOOL INSPECTION.

| INSPECTOR                                 | No. of schools or Depts. under jurisdiction |              | No. of schools or Depts. in operation |                  | No. of schools visited once |                  | No. of schools visited twice |                  | No. of schools visited more than twice |                  | Total No. of visits |                  |
|-------------------------------------------|---------------------------------------------|--------------|---------------------------------------|------------------|-----------------------------|------------------|------------------------------|------------------|----------------------------------------|------------------|---------------------|------------------|
|                                           | Jan. 1 1909                                 | Dec. 31 1909 | Graded Depts.                         | Ungraded schools | Graded Depts.               | Ungraded schools | Graded Depts.                | Ungraded schools | Graded Depts.                          | Ungraded schools | Graded Depts.       | Ungraded schools |
| J. A. Fife, Edmonton . . .                | 163                                         | .            | 63                                    | 83               | 63                          | 83               | .                            | 11               | .                                      | .                | 63                  | 109              |
| E. L. Hill, Strathcona . . . . .          | 154                                         | 161          | 48                                    | 104              | 45                          | 77               | 3                            | 33               | 3                                      | 3                | 51                  | 152              |
| P. H. Thibaudeau, Lacombe . . . . .       | 166                                         | 172          | 20                                    | 140              | 15                          | 107              | 5                            | 45               | .                                      | .                | 37                  | 202              |
| J. F. Boyce, Red Deer . . . . .           | 152                                         | 168          | 24                                    | 134              | 24                          | 140              | 24                           | 56               | 6                                      | 6                | 48                  | 202              |
| J. A. Smith, Calgary . . . . .            | 173                                         | 186          | 93                                    | 82               | 65                          | 79               | 19                           | 40               | 1                                      | 1                | 84                  | 120              |
| J. W. Brown, Macleod . . . . .            | 150                                         | 156          | 44                                    | 102              | 44                          | 94               | 42                           | 41               | .                                      | .                | 86                  | 135              |
| D. M. McKerricher, Medicine Hat . . . . . | .                                           | 172          | 85                                    | 54               | 78                          | 27               | 4                            | 1                | .                                      | .                | 82                  | 28               |
| Jas. E. Loucks, Vermilion . . . . .       | 156                                         | 177          | 16                                    | 125              | .                           | 72               | 16                           | 53               | 2                                      | 2                | 32                  | 184              |
| Walter Scott, Hardisty . . . . .          | 129                                         | 148          | 2                                     | 113              | 2                           | 101              | .                            | 11               | .                                      | .                | 2                   | 123              |

## SCHOOL INSPECTION.

| INSPECTOR                                 | Schools found closed once during the year |                  | Schools found closed twice during the year |                  | Schools not in operation |                  | Distance travelled |         |       |
|-------------------------------------------|-------------------------------------------|------------------|--------------------------------------------|------------------|--------------------------|------------------|--------------------|---------|-------|
|                                           | Graded Depts.                             | Ungraded schools | Graded Depts.                              | Ungraded schools | Graded Depts.            | Ungraded schools | By Rail            | By Road | Total |
| J. A. Fife, Edmonton. . . . .             | ..                                        | 17               | ..                                         | 4                | ..                       | 3                | 80                 | 2,061   | 2,141 |
| E. L. Hill, Strathcona . . . . .          | .                                         | 36               | ..                                         | 7                | ..                       | 2                | 1,058              | 1,811   | 2,869 |
| P. H. Thibaudeau, Lacombe. . . . .        | ..                                        | 52               | .                                          | 9                | ..                       | 12               | 1,165              | 2,140   | 3,305 |
| J. F. Boyce, Red Deer . . . . .           | .                                         | 47               | .                                          | 7                | ..                       | 10               | 1,146              | 2,490   | 3,636 |
| J. A. Smith, Calgary . . . . .            | ..                                        | 3                | ..                                         | ..               | ..                       | 1                | 1,052              | 1,456   | 2,508 |
| J. W. Brown, Macleod . . . . .            | ..                                        | 3                | ..                                         | 2                | ..                       | 7                | 1,388              | 3,544   | 4,932 |
| D. M. McKerricher, Medicine Hat . . . . . | 4                                         | 14               | ..                                         | ..               | 4                        | 29               | 1,704              | 251     | 1,955 |
| Jas. E. Loucks, Vermilion . . . . .       | ..                                        | 21               | .                                          | 3                | ..                       | 28               | 1,562              | 2,576   | 4,138 |
| Walter Scott, Hardisty . . . . .          | ..                                        | 17               | .                                          | ..               | ..                       | 5                | 400                | 1,750   | 2,150 |

DEPARTMENT OF EDUCATION  
CITY AND TOWN DISTRICTS, 1909.

PUBLIC SCHOOLS.

| No.  | NAME OF DISTRICT     | Depts. | PRINCIPAL         | Cert | SALARY     | Enrolment |
|------|----------------------|--------|-------------------|------|------------|-----------|
| 7    | Edmonton.            | 59     | Wm. Rea           | 1st  | \$1,800 00 | 2846      |
| 19   | Calgary.             | 67     | A. C. Newcombe.   | 1st  | 1,850 00   | 3545      |
| 47   | Macleod              | 6      | A. E. Torrie.     | 1st  | 1,300 00   | 275       |
| 51   | Lethbridge           | 24     | W. A. Hamilton    | 1st  | 1,335.33   | 1164      |
| 76   | Medicine Hat.        | 20     | Clarence Sansom   | 1st  | 1,500 00   | 909       |
| 91   | Fort Saskatchewan.   | 3      | H. R. Parker.     | 1st  | 1,000 00   | 169       |
| 104  | Red Deer.            | 9      | W. J. McLean.     | 1st  | 1,100 00   | 444       |
| 121  | Pincher Creek.       | 4      | K. P. Stewart.    | 1st  | 1,020 00   | 176       |
| 144  | High River           | 7      | J. M. Kelly.      | 2nd  | 900 00     | 360       |
| 178  | Okotoks.             | 3      | William Skinner.  | 1st  | 950 00     | 176       |
| 210  | Innisfail.           | 4      | F. L. Aylesworth. | 2nd  | 1,200 00   | 216       |
| 216  | Strathcona.          | 19     | G. A. McKee       | 1st  | 1,600 00   | 1010      |
| 235  | Olds.                | 5      | Jas. E. Hamilton  | 1st  | 1,000 00   | 213       |
| 243  | Nelson (Lacombe).... | 7      | N. E. Carruthers. | 1st  | 1,250 00   | 299       |
| 264  | Wetaskiwin           | 12     | A. W. Keith....   | 1st  | 1,400 00   | 614       |
| 297  | Leduc.               | 3      | R. M. Watt.       | 1st  | 910 00     | 133       |
| 423  | Ponoka               | 4      | M. O. Nelson.     | 1st  | 1,020 00   | 206       |
| 457  | Cardston             | 9      | Jas. W. Low.      | 1st  | 1,200 00   | 421       |
| 620  | Magrath.             | 7      | J. A. Mercer.     | 2nd  | 900 00     | 346       |
| 647  | Galt (Stirling)....  | 4      | Chas. W. Brown    | 1st  | 900 00     | 216       |
| 652  | Didsbury             | 4      | O. R. Lavers.     | 1st  | 900 00     | 172       |
| 700  | Raymond              | 9      | C. A. Curtis.     | 1st  | 1,000 00   | 515       |
| 730  | Nanton.              | 4      | H. C. McKay.      | 2nd  | 840 00     | 240       |
| 764  | Claresholm..         | 5      | H. W. Brownlee    | 1st  | 1,000 00   | 257       |
| 933  | Taber                | 7      | G. R. Keith       | 1st  | 1,000 00   | 434       |
| 1315 | Camrose.             | 5      | J. W. Russell.    | 2nd  | 1,100 00   | 212       |
| 1446 | Vermilion Centre..   | 3      | A. Hartley.       | 1st  | 1,000 00   | 153       |
| 1475 | Stettler.            | 5      | Francis M. Quance | 1st  | 1,050 00   | 363       |
| 1480 | New Vegreville       | 4      | J. C. Butchart    | 1st  | 1,200 00   | 170       |
| 1539 | Daysland             | 2      | Raymond Forsey    | 1st  | 800 00     | 86        |
| 1638 | Stony Plain Village  | 1      | A. M. Cronkhite   | 1st  | 800 00     | 83        |

ROMAN CATHOLIC SEPARATE SCHOOLS.

|    |                           |    |                          |      |            |     |
|----|---------------------------|----|--------------------------|------|------------|-----|
| 1  | Lacombe (Calgary)...      | 9  | Sr. M. E. McNamara       | 1st  | \$1,080 00 | 404 |
| 7  | St. Joachim (Edmonton)    | 11 | Sr. M. J. Quigley..      | 1st  | 800 00     | 481 |
| 8  | Holy Cross (Macleod)      | 2  | Teresa A. Thomas..       | 2nd  | 660 00     | 39  |
| 9  | Lethbridge.               | 4  | Sr. Annie McNamara..     | 2nd  | 500 00     | 273 |
| 12 | St. Anthony (Strathcona)  | 2  | Mary C. Benn             | 2nd  | 720 00     | 119 |
| 15 | Sacred Heart (Wetas'n)    | 2  | Tillie Arnoldi           | 2nd  | 660 00     | 56  |
| 16 | St. Martins (Vegreville). | 2  | Anna Doyle               | 2nd  | 800 00     | 87  |
| 17 | North Red Deer (R.D'r)    | 1  | Sr. Marie A. DeJesus.... | Per. | 700 00     | 28  |
| 18 | St. Michaels (Pin. Cr'k)  | 1  | Sr. Mary Guillemont.     | 2nd  | 600 00     | 139 |

ROMAN CATHOLIC PUBLIC SCHOOLS.

|    |                         |   |                  |     |          |     |
|----|-------------------------|---|------------------|-----|----------|-----|
| 3  | St. Albert.             | 3 | M. Hogan         | 2nd | \$800 00 | 167 |
| 35 | Thibault (Morinville).. | 1 | Celina Rouillard | 2nd | 625 00   | 73  |

## ATTENDANCE IN TOWN AND CITY SCHOOLS.

## PUBLIC SCHOOLS.

| No.  | NAME OF DISTRICT       | ENROLLED | AVERAGE<br>ATTENDANCE | Percentage of<br>Attendance |
|------|------------------------|----------|-----------------------|-----------------------------|
| 7    | Edmonton..             | 2,848    | 1,811 16              | 63.59                       |
| 19   | Calgary .....          | 3,545    | 2,128 6               | 60.04                       |
| 47   | Macleod. ....          | 275      | 150 4                 | 54.68                       |
| 51   | Lethbridge. ....       | 1,164    | 595.11                | 51.12                       |
| 76   | Medicine Hat..         | 909      | 567.24                | 62.40                       |
| 91   | Fort Saskatchewan...   | 169      | 89 22                 | 52.97                       |
| 104  | Red Deer..             | 444      | 268.22                | 60.40                       |
| 121  | Pincher Creek. ....    | 176      | 102.46                | 58.21                       |
| 144  | High River..           | 360      | 179.32                | 49.81                       |
| 178  | Okotoks ..             | 176      | 95.46                 | 54.23                       |
| 210  | Innisfail...           | 216      | 127.7                 | 59.12                       |
| 216  | Strathcona. ....       | 1,010    | 599.63                | 59.36                       |
| 235  | Olds...                | 213      | 140 58                | 66.00                       |
| 243  | Nelson (Lacombe). .... | 299      | 198 72                | 66.46                       |
| 264  | Wetaskiwin .....       | 614      | 34 67                 | 56.46                       |
| 297  | Leduc .....            | 133      | 81.04                 | 60.93                       |
| 423  | Ponoka ..              | 206      | 130.30                | 63.25                       |
| 457  | Cardston ..            | 421      | 231.25                | 54.92                       |
| 620  | Magrath. ....          | 346      | 180.16                | 52.07                       |
| 647  | Galt (Sterling) .....  | 216      | 121.48                | 56 24                       |
| 652  | Didsbury ..            | 172      | 105 07                | 61.08                       |
| 700  | Raymond. ....          | 515      | 259.78                | 50.44                       |
| 730  | Nanton. ....           | 240      | 111.4                 | 46 41                       |
| 764  | Claresholm. ....       | 257      | 147.4                 | 57.35                       |
| 933  | Taber. ....            | 434      | 132.16                | 30 45                       |
| 1315 | Camrose ..             | 212      | 113 97                | 53.75                       |
| 1446 | Vermilion Centre. .... | 153      | 8 15                  | 53.26                       |
| 1475 | Stettler. ....         | 363      | 155 69                | 43.00                       |
| 1480 | New Vegreville .....   | 170      | 91 36                 | 53 74                       |
| 1539 | Daysland ..            | 86       | 47.99                 | 55 80                       |
| 1638 | Stony Plain Village    | 83       | 32.84                 | 39 56                       |

## ROMAN CATHOLIC SEPARATE SCHOOLS.

|    |                              |     |        |       |
|----|------------------------------|-----|--------|-------|
| 1  | Lacombe (Calgary)            | 404 | 233 65 | 57.83 |
| 7  | St. Joachim (Edmonton) ..    | 481 | 298 77 | 62 11 |
| 8  | Holy Cross (Macleod) ..      | 39  | 15.04  | 38.56 |
| 9  | Lethbridge .....             | 273 | 144 70 | 53.00 |
| 12 | St. Anthony (Strathcona) ..  | 119 | 47.82  | 40.18 |
| 15 | Sacred Heart (Wetaskiwin).   | 56  | 32.12  | 57.35 |
| 16 | St. Martins (Vegreville)     | 87  | 41.05  | 47.18 |
| 17 | North Red Deer (Red Deer)    | 28  | 18.07  | 64.53 |
| 18 | St. Michaels (Pincher Creek) | 139 | 54.99  | 39.56 |

## ROMAN CATHOLIC PUBLIC SCHOOLS.

|    |                          |     |       |       |
|----|--------------------------|-----|-------|-------|
| 3  | St. Albert .....         | 167 | 97.54 | 58.40 |
| 35 | Thibault (Morinville) .. | 73  | 38.42 | 52.63 |

## SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909.

| NAME                   | NO.  | Date<br>of<br>erection | Gen.location |     |   | SECRETARY                     |
|------------------------|------|------------------------|--------------|-----|---|-------------------------------|
|                        |      |                        | Tp.          | Rg. | M |                               |
| Stanley . . . . .      | 1917 | Jan. 8                 | 53           | 7   | 4 | A. C. Anderson, Vermilion.    |
|                        |      |                        | 54           | 8   | 4 |                               |
| Tinchebray.. . . .     | 1918 | Jan. 8                 | 39           | 13  | 4 | L. H. Fuller, Tinchebray.     |
|                        |      |                        | 40           | 14  | 4 |                               |
| Namaka. . . . .        | 1919 | Jan. 8                 | 23           | 24  | 4 | J. P. Lawrie, Namaka.         |
| Stanton . . . . .      | 1920 | Jan. 8                 | 39           | 23  | 4 | H. Hudkins, Alix.             |
|                        |      |                        | 40           | 24  | 4 |                               |
| Marchesseault . . . .  | 1921 | Jan. 8                 | 10           | 15  | 4 | E. J. Meeham, Taber.          |
|                        |      |                        | 11           | 16  | 4 |                               |
| Ard Beg. . . . .       | 1922 | Jan. 8                 | 37           | 15  | 4 | W. L. Fulton, Halkirk.        |
|                        |      |                        | 38           | 16  | 4 |                               |
| Sion . . . . .         | 1923 | Jan. 8                 | 56           | 1   | 5 | C. E. R. Bannister, Sion.     |
|                        |      |                        |              | 2   | 5 |                               |
| Winnifred. . . . .     | 1924 | Jan. 8                 | 10           | 9   | 4 | Ed. Gosselin, Winnifred.      |
|                        |      |                        | 11           | 10  | 4 |                               |
| Summit . . . . .       | 1925 | Jan. 8                 | 34           | 28  | 4 | E. Farmer, Bowden.            |
|                        |      |                        |              | 29  | 4 |                               |
| Odessa. . . . .        | 1926 | Jan. 8                 | 28           | 25  | 4 | J. Hagel, Crossfield.         |
|                        |      |                        |              | 26  | 4 |                               |
| Winona . . . . .       | 1927 | Jan. 25                | 46           | 1   | 4 | H. P. Condery, Oxville.       |
|                        |      |                        |              | 2   | 4 |                               |
| Lac St. Vincent.. . .  | 1928 | Jan. 25                | 59           | 9   | 4 | A. Porier, St. Paul de Metis. |
| Douglas . . . . .      | 1929 | Jan. 25                | 51           | 21  | 4 | W. L. Douglas, Glengarden.    |
|                        |      |                        | 52           | 22  | 4 |                               |
| Yankee. . . . .        | 1930 | Jan. 25                | 54           | 6   | 4 | A. Dufour, Landonville.       |
|                        |      |                        | 55           | 6   | 4 |                               |
| Letts. . . . .         | 1931 | Jan. 25                | 33           | 23  | 4 | L. Letts, Huxley.             |
|                        |      |                        | 34           | 23  | 4 |                               |
| Burwash . . . . .      | 1932 | Jan. 25                | 13           | 24  | 4 | Wm. Thomson, Carmangay.       |
|                        |      |                        | 14           | 25  | 4 |                               |
| Ellsworth . . . . .    | 1933 | Feb. 9                 | 54           | 4   | 4 | R. B. Van Patten, Greenlawn.  |
|                        |      |                        | 55           | 5   | 4 |                               |
| Dewberry . . . . .     | 1934 | Feb. 9                 | 53           | 4   | 4 | R. A. Wilson, Dewberry.       |
|                        |      |                        | 54           | 5   | 4 |                               |
| Toporoutz . . . . .    | 1935 | Feb. 9                 | 59           | 17  | 4 | George Chaley, Pakan.         |
| Entwistle . . . . .    | 1936 | Feb. 9                 | 53           | 7   | 5 | C. F. Bochner, Entwistle.     |
| Irwinville.. . . .     | 1937 | Feb. 9                 | 52           | 3   | 4 | W. W. Kent, Irwinville        |
|                        |      |                        |              | 4   | 4 |                               |
| Preston . . . . .      | 1938 | Feb. 9                 | 47           | 6   | 4 | A. W. Ferrell, Auburndale.    |
|                        |      |                        | 48           | 6   | 4 |                               |
| Tofield Village. . . . | 1939 | Feb. 9                 | 50           | 18  | 4 | J. B. Harper, Tofield.        |
|                        |      |                        | 51           | 19  | 4 |                               |
| Liberty. . . . .       | 1940 | Feb. 25                | 19           | 20  | 4 | Jas. Halfpenny, Queenstown.   |
|                        |      |                        | 19           | 21  | 4 |                               |
| Two Hills . . . . .    | 1941 | Feb. 25                | 54           | 12  | 4 | George L. Smith, Pozerville.  |
|                        |      |                        | 55           | 13  | 4 |                               |
| Smoky Lake . . . . .   | 1942 | Feb. 25                | 58           | 18  | 4 | Jas. Owen, Pine Creek.        |
|                        |      |                        | 59           | 19  | 4 |                               |
| Lone Star... . . . .   | 1943 | Feb. 25                | 12           | 18  | 4 | William Carver, Taber.        |
|                        |      |                        | 13           | 19  | 4 |                               |
| Richland . . . . .     | 1944 | Mar. 9                 | 56           | 7   | 4 | J. B. Caskey, Red Willow.     |
|                        |      |                        | 57           | 7   | 4 |                               |
| Imogen. . . . .        | 1945 | Mar. 9                 | 39           | 16  | 4 | Lee Hogencamp, Red Willow.    |
|                        |      |                        | 40           | 17  | 4 |                               |
| Lucknow . . . . .      | 1946 | Mar. 9                 | 51           | 1   | 4 | Rachel A. Deans, Mewassin.    |
|                        |      |                        | 52           | 2   | 4 |                               |
| Cochrane Lake... . .   | 1947 | Mar. 9                 | 26           | 3   | 5 | I. Coatsworth, Cochrane.      |
|                        |      |                        | 27           | 4   | 5 |                               |
| Polska. . . . .        | 1948 | Mar. 9                 | 47           | 15  | 4 | P. Miciak, Koperville.        |
|                        |      |                        |              | 16  | 4 |                               |
| Primrose . . . . .     | 1949 | Mar. 9                 | 51           | 10  | 4 | G. P. Nairn, Delnorte.        |
|                        |      |                        | 52           | 11  | 4 |                               |
| Gladstone Valley . .   | 1950 | Mar. 9                 | 5            | 2   | 5 | Wm. J. Baker, Mountain Mill.  |

## SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909—Continued.

| NAME                   | NO.  | Date of erection | Gen. location |     |      | SECRETARY                     |
|------------------------|------|------------------|---------------|-----|------|-------------------------------|
|                        |      |                  | Tp.           | Rg. | M    |                               |
| Gobert . . . . .       | 1951 | Mar. 24          | 30            | 26  | 4    | Peter Gobart, Sterlingville.  |
| Orange Valley... . .   | 1952 | Mar. 24          | 23            | 24  | 4    | O. F. Bremer, Strathmore.     |
|                        |      |                  | 24            | 25  | 4    |                               |
| Poplar Knoll . . . . . | 1953 | Mar. 24          | 60            | 25  | 4    | T. Heywood, Clyde.            |
|                        |      |                  | 60            | 26  | 4    |                               |
| Garfield..... . .      | 1954 | Mar. 24          | 30            | 3   | 5    | W. D. Brown, Westcott.        |
|                        |      |                  | 30            | 4   | 5    |                               |
| Purple Springs.. . . . | 1955 | Mar. 24          | 10            | 14  | 4    | John Marsh, Purple Springs.   |
|                        |      |                  | 10            | 15  | 4    |                               |
| Gaetz . . . . .        | 1956 | Mar. 24          | 37            | 3   | 5    | Geo. Greenwell, Evarts.       |
|                        |      |                  | 38            | 4   | 5    |                               |
| Waugh . . . . .        | 1957 | Mar. 24          | 57            | 23  | 4    | H. Sharp, Diligence.          |
|                        |      |                  | 58            | 24  | 4    |                               |
| Thomasville . . . . .  | 1958 | Apr. 10          | 49            | 2   | 4    | Arthur Miles, Kitscoty.       |
|                        |      |                  | 49            | 3   | 4    |                               |
| Amity.. . . .          | 1959 | Apr. 10          | 44            | 14  | 4    | Jas. McLeod, Strome.          |
|                        |      |                  | 45            | 15  | 4    |                               |
| Batt's..... . . . .    | 1960 | Apr. 10          | 46            | 9   | 4    | H. S. Denson, Jackson Coulee. |
|                        |      |                  | 47            | 10  | 4    |                               |
| Mount Hope . . . . .   | 1961 | Apr. 10          | 28            | 4   | 5    | George Watt, Dog Pound.       |
|                        |      |                  | 29            | 5   | 5    |                               |
| Dollarlake . . . . .   | 1962 | Apr. 10          | 12            | 24  | 4    | J. Henrickson, Claresholm.    |
|                        |      |                  | 12            | 25  | 4    |                               |
| Park Springs . . . . . | 1963 | Apr. 10          | 43            | 1   | 5, 4 | A. Priebe, Bismarck.          |
|                        |      |                  | 43            | 28  | 5, 4 |                               |
| Poplar Hill..... . .   | 1964 | Apr. 10          | 48            | 12  | 4    | D. Gallagher, Viking.         |
| Forest Hills..... . .  | 1965 | Apr. 10          | 51            | 8   | 4    | R. E. Cain, Mannville.        |
|                        |      |                  | 51            | 9   | 4    |                               |
| Ridgeway . . . . .     | 1966 | Apr. 10          | 13            | 22  | 4    | J. Hennigar, Bowville.        |
|                        |      |                  | 14            | 22  | 4    |                               |
| Echo. . . . .          | 1967 | Apr. 10          | 47            | 10  | 4    | H. M. Richmond, Harland.      |
|                        |      |                  | 48            | 10  | 4    |                               |
| Berry Water.... . . .  | 1968 | Apr. 24          | 18            | 23  | 4    | A. J. Myers, Hearnleigh.      |
| Green Grove.... . . .  | 1969 | Apr. 24          | 45            | 18  | 4    | Fred Magee, Bawlf.            |
|                        |      |                  | 46            | 19  | 4    |                               |
| Little Knife..... . .  | 1970 | Apr. 24          | 38            | 17  | 4    | F. W. Wolfe, Stettler.        |
|                        |      |                  | 38            | 18  | 4    |                               |
| Mount Olive . . . . .  | 1971 | May 8            | 31            | 24  | 4    | Chas. McAirrach, Three Hills. |
|                        |      |                  | 32            | 25  | 4    |                               |
| Turin . . . . .        | 1972 | May 8            | 11            | 19  | 4    | George Sorgard, Iron Spring.  |
|                        |      |                  | 11            | 20  | 4    |                               |
| Edinglassie..... . .   | 1973 | May 8            | 43            | 1   | 4    | Jas. Reinhart, Ribstone.      |
|                        |      |                  | 44            | 2   | 4    |                               |
| Gimlet . . . . .       | 1974 | May 8            | 41            | 4   | 5    | E. Mottel, Wittenburg.        |
| Farm Hill . . . . .    | 1975 | May 8            | 6             | 21  | 4    | C. F. Sindlinger, Magrath.    |
|                        |      |                  | 7             | 22  | 4    |                               |
| Mud Lake . . . . .     | 1976 | May 8            | 9             | 27  | 4    | Jas. Perrault, Macleod.       |
| Leslieville... . .     | 1977 | May 8            | 39            | 4   | 5    | Alex. Sim, Leslieville.       |
|                        |      |                  | 40            | 5   | 5    |                               |
| Strome . . . . .       | 1978 | May 8            | 44            | 15  | 4    | J. J. Nierengarten, Strome.   |
| Geneva . . . . .       | 1979 | May 8            | 52            | 8   | 4    | A. Golish, Mannville.         |
|                        |      |                  | 53            | 9   | 4    |                               |
| Brightview . . . . .   | 1980 | May 8            | 46            | 25  | 4    | A. A. Goodhand, Brightview.   |
|                        |      |                  | 46            | 26  | 4    |                               |
| Kasimir . . . . .      | 1981 | May 8            | 14            | 19  | 4    | T. Walker, Sundial.           |
|                        |      |                  | 14            | 20  | 4    |                               |
| Sundial . . . . .      | 1982 | May 25           | 12            | 18  | 4    | J. W. Farley, Sundial.        |
|                        |      |                  | 13            | 19  | 4    |                               |
| Saddle Hill. . . . .   | 1983 | May 25           | 45            | 4   | 4    | W. F. Redmond, Edgerton.      |
| Leaffield . . . . .    | 1984 | May 25           | 49            | 9   | 4    | Chas. Nicoll, Mannville.      |
|                        |      |                  | 50            | 9   | 4    |                               |
| Grain Ridge.. . . .    | 1985 | May 25           | 15            | 18  | 4    | Jacob Graham, Taber.          |
| Buffalo Creek..... .   | 1986 | May 25           | 34            | 28  | 4    | W. J. Miller, Bowden.         |
|                        |      |                  | 35            | 29  | 4    |                               |

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909--*Continued.*

| NAME                     | NO.  | Date<br>of<br>erection | Gen.location |     |   | SECRETARY                     |
|--------------------------|------|------------------------|--------------|-----|---|-------------------------------|
|                          |      |                        | Tp.          | Rg. | M |                               |
| Woodlawn. . . . .        | 1987 | June 8                 | 50           | 20  | 4 | John Shaw, Tofield.           |
| Speldhurst. . . . .      | 1988 | June 8                 | 55           | 1   | 5 | L. A. Guenette, Onoway.       |
| Arctic . . . . .         | 1989 | June 8                 | 59           | 9   | 4 | E. Farmer, Lac Ste. Vincent.  |
|                          |      |                        | 60           | 9   | 4 |                               |
| Horse Track . . . . .    | 1990 | June 8                 | 21           | 26  | 4 | Philip Dick, Langdon.         |
|                          |      |                        | 22           | 26  | 4 |                               |
| Gordon.. . . .           | 1991 | June 8                 | 34           | 1   | 5 | A. F. Lamb, Innisfail.        |
|                          |      |                        | 35           | 2   | 5 |                               |
| Tecumseh . . . . .       | 1992 | June 8                 | 50           | 1   | 5 | Jas. Eatock, Inga.            |
|                          |      |                        | 51           | 2   | 5 |                               |
| Lone Rock . . . . .      | 1993 | June 24                | 5            | 26  | 4 | O. D. Bliss, Stand Off.       |
|                          |      |                        | 6            | 26  | 4 |                               |
| Nakamun . . . . .        | 1994 | June 24                | 56           | 2   | 5 | J. A. Hinchcliff, Sion.       |
| Akenstadt . . . . .      | 1995 | June 24                | 24           | 24  | 4 | M. A. Fals, Strathmore.       |
|                          |      |                        | 25           | 24  | 4 |                               |
| Harrow . . . . .         | 1996 | June 24                | 33           | 21  | 4 | Jas. Ritchie, Trochu.         |
|                          |      |                        | 33           | 22  | 4 |                               |
| Bluxbark. . . . .        | 1997 | June 24                | 11           | 27  | 4 | A. W. Hatt, Holding.          |
|                          |      |                        | 11           | 28  | 4 |                               |
| Koehler Coulee . . . . . | 1998 | June 24                | 13           | 29  | 4 | J. R. Rea, Willows.           |
| Somerville . . . . .     | 1999 | June 24                | 41           | 16  | 4 | Geo. Hillman, Hastings Coulee |
|                          |      |                        | 41           | 17  | 4 |                               |
| Fort Kipp . . . . .      | 2000 | June 24                | 9            | 22  | 4 | R. Urch, Monarch.             |
|                          |      |                        | 10           | 23  | 4 |                               |
| Ewing ... . .            | 2001 | July 8                 | 37           | 21  | 4 | Wm. T. Loury, Ewing.          |
| Ardenville . . . . .     | 2002 | July 8                 | 6            | 26  | 4 | W. H. Askew, Macleod.         |
|                          |      |                        | 7            | 27  | 4 |                               |
| Summit Hill . . . . .    | 2003 | July 8                 | 28           | 3   | 5 | W. J. Urquhart, Dog Pond.     |
|                          |      |                        | 28           | 4   | 5 |                               |
| Leopoldville . . . . .   | 2004 | July 8                 | 39           | 11  | 4 | Jas. Brady, Leopoldville.     |
|                          |      |                        | 40           | 12  | 4 |                               |
| Elk Point . . . . .      | 2005 | July 8                 | 56           | 6   | 4 | C. M. Magnussen, Elk Point.   |
|                          |      |                        | 57           | 7   | 4 |                               |
| New Dayton . . . . .     | 2006 | July 8                 | 5            | 18  | 4 | Jas. E. Green, New Dayton.    |
|                          |      |                        | 6            | 19  | 4 |                               |
| Tyrell's Lake . . . . .  | 2007 | July 8                 | 5            | 17  | 4 | S. King, Warner.              |
|                          |      |                        | 6            | 17  | 4 |                               |
| Big Valley . . . . .     | 2008 | July 8                 | 36           | 20  | 4 | F. Hanna, Ewing.              |
|                          |      |                        | 37           | 21  | 4 |                               |
| Rosegarland . . . . .    | 2009 | July 8                 | 49           | 12  | 4 | J. W. Patterson, Gilpin.      |
|                          |      |                        | 50           | 13  | 4 |                               |
| Waverly.. . . .          | 2010 | Aug. 9                 | 45           | 2   | 4 | Chas. Stoddart, Oxville.      |
|                          |      |                        | 46           | 3   | 4 |                               |
| May View . . . . .       | 2011 | Aug. 9                 | 18           | 23  | 4 | J. D. Shultz, Hearnleigh.     |
|                          |      |                        | 18           | 24  | 4 |                               |
| Cora Lynn . . . . .      | 2012 | Aug. 9                 | 40           | 18  | 4 | M. Morenson, Red Willow.      |
|                          |      |                        | 40           | 19  | 4 |                               |
| Kingsley. . . . .        | 2013 | Aug. 9                 | 56           | 1   | 4 | T. F. Lovelock, Seymour.      |
|                          |      |                        | 57           | 27  | 4 |                               |
| Up to Date . . . . .     | 2014 | Aug. 9                 | 41           | 19  | 4 | C. B. Murphy, Harper.         |
| Paulson. . . . .         | 2015 | Aug. 9                 | 23           | 24  | 4 | W. O. Walden, Curlew.         |
|                          |      |                        | 23           | 25  | 4 |                               |
| Andersonville . . . . .  | 2016 | Aug. 9                 | 13           | 20  | 4 | L. C. Overill, Bowville.      |
|                          |      |                        | 13           | 21  | 4 |                               |
| Hamilton . . . . .       | 2017 | Aug. 9                 | 51           | 8   | 4 | John Clarke, Mannville.       |
| Cyr . . . . .            | 2018 | Aug. 9                 | 4            | 29  | 4 | L. McWhirter, Dry Fork.       |
|                          |      |                        | 5            | 30  | 4 |                               |
| Stone Pile . . . . .     | 2019 | Aug. 9                 | 33           | 20  | 4 | A. E. Orton, Tolman.          |
|                          |      |                        | 33           | 21  | 4 |                               |
| Sunny Plains... . .      | 2020 | Aug. 9                 | 16           | 20  | 4 | T. M. Wilson, Reid Hill.      |
|                          |      |                        | 17           | 21  | 4 |                               |
| Hazelmere . . . . .      | 2021 | Aug. 9                 | 7            | 24  | 4 | W. J. Glass, Macleod.         |
|                          |      |                        | 8            | 25  | 4 |                               |
| Turnbow. . . . .         | 2022 | Aug. 24                | 14           | 25  | 4 | W. Porter, Stavely.           |
|                          |      |                        | 15           | 26  | 4 |                               |





PUBLIC SCHOOL, MAGRATH



SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909—*Continued.*

| NAME              | NO.  | Date of erection | Gen. location |     |   | SECRETARY                    |
|-------------------|------|------------------|---------------|-----|---|------------------------------|
|                   |      |                  | Tp.           | Rg. | M |                              |
| Cobourg           | 2023 | Aug. 24          | 46            | 13  | 4 | V. H. Holbrook, Viking.      |
| Milk River Valley | 2024 | Aug. 24          | 2             | 13  | 4 | J. W. Chambers, Milk River.  |
|                   |      |                  | 3             | 13  | 4 |                              |
| Maple Glen        | 2025 | Aug. 24          | 36            | 14  | 4 | C. Frederickson, Williston.  |
|                   |      |                  | 37            | 15  | 4 |                              |
| Badger            | 2026 | Aug. 24          | 46            | 10  | 4 | S. Smith, Lake Thomas.       |
|                   |      |                  | 47            | 11  | 4 |                              |
| Quill Lake        | 2027 | Aug. 24          | 35            | 22  | 4 | E. Knight, Trenville.        |
|                   |      |                  | 36            | 23  | 4 |                              |
| Deer Lake         | 2028 | Aug. 24          | 53            | 4   | 4 | S. Stewart, Islay.           |
|                   |      |                  | 52            | 5   | 4 |                              |
| Cornucopia        | 2029 | Aug. 24          | 36            | 16  | 4 | David Ferguson, Leo.         |
| Glenwood          | 2030 | Aug. 24          | 4             | 26  | 4 | J. M. Billingsley, Cardston. |
|                   |      |                  | 5             | 27  | 4 |                              |
| Gopher Head       | 2031 | Sept. 8          | 34            | 18  | 4 | P. F. Balmer, Gopher Head.   |
|                   |      |                  | 35            | 19  | 4 |                              |
| Muirhead          | 2032 | Sept. 8          | 15            | 1   | 5 | Thos. Duggan, Nanton.        |
|                   |      |                  | 16            | 2   | 5 |                              |
| Cadogan           | 2033 | Sept. 8          | 38            | 3   | 4 | R. P. Lgate, Cadogan.        |
|                   |      |                  | 39            | 4   | 4 |                              |
| Success           | 2034 | Sept. 8          | 35            | 16  | 4 | F. M. Brawer, Leo.           |
|                   |      |                  | 36            | 17  | 4 |                              |
| Watson            | 2035 | Sept. 8          | 48            | 4   | 4 | F. Hind, Hindville.          |
|                   |      |                  | 49            | 5   | 4 |                              |
| Brooklyn          | 2036 | Sept. 8          | 58            | 1   | 5 | C. F. Skinner, Independence. |
|                   |      |                  | 58            | 27  | 5 |                              |
| Keephills         | 2037 | Sept. 8          | 51            | 3   | 5 | A. E. Stratton, Keep Hills.  |
|                   |      |                  | 51            | 4   | 5 |                              |
| Lakefield         | 2038 | Sept. 8          | 45            | 15  | 4 | John Butler, Daysland.       |
|                   |      |                  | 46            | 15  | 4 |                              |
| McBride Lake      | 2039 | Sept. 24         | 7             | 26  | 4 | B. L. Olsen, Macleod.        |
|                   |      |                  | 8             | 26  | 4 |                              |
| Golden Rule       | 2040 | Sept. 24         | 52            | 5   | 5 | L. M. Krotech, Seba.         |
|                   |      |                  | 53            | 5   | 5 |                              |
| Sunny Glen        | 2041 | Sept. 24         | 17            | 22  | 4 | F. S. Bradley, Reid Hill.    |
|                   |      |                  | 17            | 23  | 4 |                              |
| Ross              | 2042 | Sept. 24         | 46            | 9   | 4 | David Ambler, Irma.          |
| First Chance      | 2043 | Sept. 24         | 16            | 19  | 4 | E. G. Haley, Sweet Valley.   |
| Edgerton          | 2044 | Sept. 24         | 43            | 3   | 4 | J. H. Fraser, Edgerton.      |
|                   |      |                  | 44            | 4   | 4 |                              |
| Kulak             | 2045 | Sept. 21         | 52            | 1   | 5 | J. C. Warner, Stony Plain.   |
|                   |      |                  | 52            | 2   | 5 |                              |
| Monarch           | 2046 | Sept. 24         | 9             | 23  | 4 | C. E. Moore, Monarch.        |
|                   |      |                  | 10            | 24  | 4 |                              |
| O'Donnell         | 2047 | Sept. 27         | 53            | 25  | 4 | M. Matheson, St. Albert.     |
|                   |      |                  | 54            | 26  | 4 |                              |
| Newman            | 2048 | Oct. 9           | 15            | 7   | 4 | Fred Newman, Bowell.         |
|                   |      |                  | 15            | 8   | 4 |                              |
| Hillsdown         | 2049 | Oct. 9           | 37            | 24  | 4 | R. E. Fisk, Hillsdown.       |
|                   |      |                  | 38            | 25  | 4 |                              |
| Sherburn          | 2050 | Oct. 9           | 8             | 13  | 4 | George Sherburn, Grassy Lake |
|                   |      |                  | 9             | 14  | 4 |                              |
| Jack Pine Grove   | 2051 | Oct. 9           | 57            | 19  | 4 | D. D. Goddard, Lamoureaux.   |
|                   |      |                  | 58            | 20  | 4 |                              |
| Borowch           | 2052 | Oct. 9           | 56            | 14  | 4 | Albert Paravis, Whitford.    |
|                   |      |                  | 57            | 15  | 4 |                              |
| Boian Marea       | 2053 | Oct. 9           | 55            | 14  | 4 | Geo. Kuczerion, Whitford.    |
|                   |      |                  | 56            | 15  | 4 |                              |
| Sunny Hill        | 2054 | Oct. 9           | 13            | 17  | 4 | R. W. Lickess, Taber.        |
| Albertsen         | 2055 | Oct. 9           | 24            | 26  | 4 | Chas. Knox, Langdon.         |
|                   |      |                  | 25            | 27  | 4 |                              |
| Milk River        | 2056 | Oct. 9           | 2             | 16  | 4 | O. Fitzmaurice, Milk River.  |
|                   |      |                  | 3             | 17  | 4 |                              |

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909—*Continued.*

| NAME              | NO.  | Date<br>of<br>erection | Gen.location |          |        | SECRETARY                        |
|-------------------|------|------------------------|--------------|----------|--------|----------------------------------|
|                   |      |                        | Tp.          | Rg.      | M      |                                  |
| Long Lake . . .   | 2057 | Oct. 23                | 36<br>37     | 22<br>23 | 4<br>4 | E. D. Payne, Trenville.          |
| Ganton . . .      | 2058 | Oct. 23                | 47<br>48     | 4<br>5   | 4<br>4 | C. W. Lewis, Hindville.          |
| Wheat Belt        | 2059 | Oct. 23                | 34<br>35     | 8<br>9   | 4<br>4 | R. W. Wilson, Casleyville.       |
| Abernethy         | 2060 | Oct. 23                | 27<br>28     | 1<br>2   | 5<br>5 | Jas. Robertson, Airdrie.         |
| Whitla . . .      | 2061 | Oct. 23                | 10<br>11     | 8<br>8   | 4<br>4 | S. S. Richardson, Whitla.        |
| Moose Creek       | 2062 | Nov. 9                 | 56<br>57     | 4<br>5   | 4<br>4 | J. A. McCartney, Tyrol.          |
| Royalview         | 2063 | Nov. 9                 | 9<br>10      | 21<br>22 | 4<br>4 | W. H. Rowbotham, Royal-<br>view. |
| Pruth . . .       | 2064 | Nov. 9                 | 55<br>55     | 14<br>15 | 4<br>4 | S. Ewanuk, Soda Lake.            |
| Podala            | 2065 | Nov. 9                 | 53<br>54     | 17<br>18 | 4<br>4 | M. Korehinsky, Mundare.          |
| Koknee.           | 2066 | Nov. 26                | 49<br>50     | 4<br>5   | 4<br>4 | Thos. Elliott, Islay.            |
| Stainsleigh..     | 2067 | Nov. 26                | 39<br>40     | 1<br>2   | 4<br>4 | John Thompson, Stainsleigh.      |
| Wood Glen         | 2068 | Nov. 26                | 59<br>59     | 26<br>27 | 4<br>4 | W. I. Hawkins, Picardville.      |
| Russia . . . .    | 2069 | Nov. 26                | 54<br>54     | 11<br>10 | 4<br>4 | John Blomstroud, Pozerville.     |
| Sounding Creek    | 2070 | Nov. 26                | 35           |          | 4      | W. Murray, Sounding Creek.       |
| Rosetta           | 2071 | Nov. 26                | 38           | 13       | 4      | J. Engil, Lorraine.              |
| Yetwood           | 2072 | Dec. 9                 | 14<br>15     | 20<br>21 | 4<br>4 | Jas. Biley, Carmangay.           |
| Errol             | 2073 | Dec. 9                 | 59           | 13       | 4      | S. E. Canning, Veillette.        |
| Cottonwood        | 2074 | Dec. 9                 | 35           | 3        | 5      | George Steele, Innisfail.        |
| Sunny Brae        | 2075 | Dec. 9                 | 45<br>45     | 9<br>8   | 4<br>4 | Jas. Fenton, Irma.               |
| Docendo           | 2076 | Dec. 9                 | 37<br>37     | 18<br>19 | 4<br>4 | A. B. Atkinson, Stettler.        |
| Optimist          | 2077 | Dec. 9                 | 49<br>50     | 6<br>6   | 4<br>4 | J. C. Oliver, Vermilion.         |
| Zephyr            | 2078 | Dec. 9                 | 18<br>18     | 30<br>29 | 4<br>4 | C. N. Moore, High River.         |
| Sunrise           | 2079 | Dec. 9                 | 45<br>46     | 13<br>14 | 4<br>4 | B. M. Richardson, Wavy Lake.     |
| Kippen . . . .    | 2080 | Dec. 9                 | 2<br>3       | 12<br>12 | 4<br>4 | D. D. Kippen, Milk River.        |
| Nilrem            | 2081 | Dec. 9                 | 40<br>41     | 8<br>8   | 4<br>4 | J. V. Miller, Amisk.             |
| Ashvale           | 2082 | Dec. 9                 | 8<br>8       | 29<br>30 | 4<br>4 | R. Middleton, Pincher Creek.     |
| Franz Joseph      | 2083 | Dec. 24                | 38           | 1        | 4      | H. G. Ruth, Hayter.              |
| Homeglen . . . .  | 2084 | Dec. 24                | 44           | 1        | 5      | Robt. Moore, Homeglen.           |
| Orangeville..     | 2085 | Dec. 24                | 56<br>57     | 6<br>7   | 5<br>5 | G. G. Boyce, Lac Ste. Anne.      |
| Seona . . . . .   | 2086 | Dec. 24                | 47<br>48     | 16<br>16 | 4<br>4 | Fred Szepinski, Seona.           |
| Carmangay . . .   | 2087 | Dec. 24                | 13<br>14     | 25<br>25 | 4<br>4 | A. N. McIntyre, Carmangay.       |
| Burdett . . . .   | 2088 | Dec. 24                | 10           | 12       | 4      | G. H. Johnson, Burdett.          |
| Finn's Lake . . . | 2089 | Dec. 24                | 13<br>13     | 4<br>5   | 4<br>4 | C. H. Evans, Medicine Hat        |
| Ingleview..       | 2090 | Dec. 24                | 14<br>15     | 18<br>19 | 4<br>4 | N. S. Keene, Sweet Valley.       |
| Ridgewood . . .   | 2091 | Dec. 24                | 36<br>37     | 1<br>28  | 4<br>4 | John Brickley, Penhold.          |

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1909—Continued.

| NAME          | NO.  | Date<br>of<br>erection | Gen.location |     |   | SECRETARY                 |
|---------------|------|------------------------|--------------|-----|---|---------------------------|
|               |      |                        | Ip.          | Rg. | M |                           |
| Dennis ..     | 2092 | Dec. 24                | 18           | 14  | 4 | A. F. Maley, Brooks.      |
| St. Margaret. | 2093 | Dec. 24                | 19           | 15  | 4 | J. H. Forbes, Onion Lake. |
|               |      |                        | 54           | 1   | 4 |                           |
|               |      |                        | 54           | 2   | 4 |                           |

ROMAN CATHOLIC SEPARATE.

|                 |    |        |    |    |      |                          |
|-----------------|----|--------|----|----|------|--------------------------|
| North Red Deer. | 17 | Jan. 8 | 38 | 27 | 4    | H. Voisin, Red Deer.     |
| St. Michael's   | 18 | Feb. 9 | 6  | 29 | 4    | T. Lebel, Pincher Creek. |
|                 |    |        | 6  | 30 | 4, 5 |                          |
|                 |    |        | 6  | 1  | 4    |                          |



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PART II.

SPECIAL REPORTS

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## I.

## ALBERTA NORMAL SCHOOL.

REPORT OF W. H. THOMPSON,  
PRINCIPAL PROVINCIAL NORMAL SCHOOL.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,  
*Minister of Education,*  
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the fourth annual report of the Provincial Normal School.

During the year 1909, two sessions of the school were held: the first session opened on January 4th and closed on April 30th; the second session opened on August 23rd and closed on December 23rd. The attendance for the two terms and for the year is shown in the following table:

ATTENDANCE FOR 1909.

|              | FIRST TERM |         |       | SECOND TERM |         |       | YEAR  |         |       |
|--------------|------------|---------|-------|-------------|---------|-------|-------|---------|-------|
|              | Males      | Females | Total | Males       | Females | Total | Males | Females | Total |
| First Class  | 10         | 4       | 14    | 9           | 32      | 41    | 19    | 36      | 55    |
| Second Class | 15         | 34      | 49    | 18          | 60      | 78    | 33    | 94      | 127   |
| Total        | 25         | 38      | 63    | 27          | 92      | 119   | 52    | 130     | 182   |

Besides those in attendance, there were eight extramural students who took the first class examination.

From the above table it will be seen that the proportion of male students is large, as is also that of first class students, the former being 28.57 per cent. and the latter 39.22 per cent. of the total enrolment. The registers show further that the average age of all the students is 20.45 years and that 83 (or 45.6 per cent.) of them were experienced teachers, with an average of 3.69 years' service to their credit. Eight were university graduates.

These seem creditable figures. They show that a considerable number of our teachers-in-training come to us with one or more of the advantages of maturity, advanced scholarship, previous professional training or experience in teaching, all of which mean added power to assimilate the ideas presented in the texts and lectures. They also mean better judgment in the management of classes. This portion of our graduates go out well equipped to take charge of their schools. But the majority of our students are without this preparedness to profit by their course. They are wanting in the experience that is necessary to the appreciation of the significance of much that is met with in their training course. The contrast between these two extremes as they work side by side through the term

leads one to the conclusion that the student should be given a short practical preliminary course and then be required to gain a reasonable teaching experience before being admitted to a final, more theoretical course leading to a permanent certificate. Our present course is expected to suit both these classes of students; it is fully adapted to neither. A single short course cannot give adequate practical training, breadth of view or professional spirit.

The perennial complaint is still valid, that a great many of the students who come directly from our high schools are markedly deficient in spelling, writing and composition. It would seem that closer inspection and more rigid marking of examination papers are required, if these defects are not to carry over into the elementary schools and promote slovenliness there.

Our plant is being equipped by degrees. A fairly complete wood-working department has been added for manual training in the Normal and Practice Schools and a number of pieces of apparatus have been placed in the gymnasium. Equipment for domestic science will be a need of the near future. Our most urgent present need is a library.

During the year a number of changes occurred in the personnel of the staffs of the Normal and Practice Schools. At midsummer, through the resignation of George J. Bryan, B.A., the Schools lost their organizer and principal, much to the regret of those who had been associated with him. Mr. Bryan had given the Schools a wise organization and conducted them with high ideals and fidelity to their best interests and the highest welfare of the profession for three and a-half years. The loss of his services is one that the Schools and the Province could ill afford. The Vice-Principal was promoted to the principalship and was in turn succeeded in his former position by E. W. Coffin, B.A., Ph.D., of Winona, Ind., to begin the second term. C. H. Russel, B.A., former inspector of schools for the Calgary inspectorate, was added to the staff in March. Mrs. Booth resigned in September and Mrs. Ellis Browne was appointed teacher of music in her stead. Miss Helen F. Mason was appointed stenographer and librarian during the second term. At midsummer, Miss A. Stewart and at the close of the year, Thos. M. Edwards and Miss E. Murphy resigned from the staff of the Practice School. Their places have been refilled respectively by Miss J. A. E. Norton, of Calgary, John Scofield, of Lundbreck, and Miss L. McCulloch, of Calgary. Miss G. McDonald joined the staff at the beginning of the year.

No teachers' institutes were held during the year. Instead, members of the Normal staff assisted at the various teachers' conventions throughout the province.

The principal attended a conference of the normal school principals of Manitoba, Saskatchewan, Alberta and British Columbia held in Regina, December 9th and 10th, to discuss the harmonizing of instruction and training in the normal schools of these provinces. The report of this conference will be made shortly.

I have the honour to be, Sir,

Your obedient servant,

W. H. THOMPSON,

*Principal, Normal School.*

## II.

## REPORTS OF INSPECTORS.

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REPORT OF J. A. SMITH, B.A., CALGARY INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,  
*Minister of Education,*  
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1909.

The past year has seen greater advancement than before along educational lines, both in rural and town districts. This is amply demonstrated by the marked increase in the number of districts organized, the excellent types of school buildings erected, and the adequate and modern equipment placed in these schools.

In the City of Calgary there are now eighty departments of school work in operation. This includes the High School and Separate School. Although two new buildings have been recently completed, the school board is yet experiencing considerable difficulty in providing suitable accommodation for the rapidly increasing school population.

The school buildings erected in this inspectorate during the year which are worthy of special mention are, the Riverside School of Calgary, the Separate School of Calgary, and the Gleichen School. These are magnificent buildings, carefully planned for beauty of architecture, convenience, lighting, heating and ventilation.

With few exceptions very little attention seems to have been directed towards the beautification of school grounds. In a few districts some work has been done along the line of tree planting, cultivation of flowers, vegetables, etc., but in the majority of districts the grounds are not in keeping with the attractive buildings. On the other hand the teachers are displaying much interest in schoolroom decoration. The tastily decorated walls, blackboard drawings, etc., add much to the cheerfulness and attractiveness of the room.

The majority of schools are efficiently equipped. The school officials recognize the value of providing their teachers with the essential requirements. They are also alive to the importance of having a school library. Very few districts were found which did not possess at least the nucleus of a suitable library. The importance and possibilities of a school library are not sufficiently recognized by many of the teachers. The pupils do not receive the necessary encouragement to read the books available and consequently the library is little used. The use of supplementary readers in the rural schools should be emphasized.

There has been a gradual improvement in the character of the teaching, and on the whole good methods of work prevail. It was gratifying to find so few "permit" teachers in charge of schools. The classification of pupils in many of our rural schools is very defective. Not sufficient care is exercised in promotions and in the organization

of new schools. This unsatisfactory classification is especially applicable to the short term schools. Uniform promotion examinations for the province would remedy this defect, besides assisting the teacher, unfamiliar with our programme of studies, in interpreting definitely the limits of work for the different standards. These examination tests would meet with the approval of teachers in rural and town districts..

The subjects on the curriculum are receiving due attention in all the graded schools and in many of the rural schools. An examination of the time-tables shows a judicious distribution of time to the different subjects. Increased attention is being given to all English subjects. More time has been spent in the actual teaching of composition and in the careful correction of written exercises. In not a few rural schools composition teaching is yet very immethodical. Grammar is too often taught as an isolated subject. Many pupils do not realize that the study of grammar is the study of language, of thought. There is a very apparent lack of analytical power.

The reading of pupils in standards I and II is very creditable, but such cannot be said of the reading of the higher standards. Too many teachers, in an effort to have pupils master the thought of the reading lesson, neglect the art of oral reading. More time should be devoted to this subject in the higher grades, and more rigid tests instituted at examination. In primary reading too much emphasis seems to be placed on the teaching of phonics.

Very satisfactory results are being attained in arithmetic in the graded schools. Special attention is given to rapid and accurate mental work. The interpretation and reasoning in problem work has much improved. Increased attention has also been given to neatness in arrangement of material. The results in writing are yet not very satisfactory. This is chiefly due to careless supervision of all written exercises. Many of the teachers are directing their attention to securing freedom and facility in writing. Suitable exercises are given regularly in muscular movement. Spelling is receiving more attention, and the teaching of the subject is more systematic and thorough.

Nature study, drawing and music are neglected in the rural schools. It is a matter of regret that country pupils, with the opportunities for studying nature's processes, should not receive the inspiration and guidance of the teacher.

A convention of teachers was held in Calgary in November. The sessions were well attended, and problems in instruction and discipline were thoroughly discussed.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

*Inspector of Schools.*

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REPORT OF J. A. FIFE, B.A., EDMONTON INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year ending December 31, 1909.

The number of schools in the inspectorate is now about 160, and all but three were visited once and ten of them the second time during the year.

The year has been one of progress in the inspectorate. Sixteen new districts have been organized and a number of excellent new buildings have been erected in the rural parts of the inspectorate. A few of the new districts have been satisfied with temporary log buildings, but most of them have built nicely finished frame structures which would do credit to the older and wealthier communities. The Edmonton Norwood School building is particularly worthy of mention. It is a handsome brick building of ten rooms and is as well finished and equipped as any school I have seen in any of our older Canadian cities. This building was almost completed in 1908 but was not finished until February of 1909, when it was formally opened with appropriate celebration.

In Edmonton there were also opened smaller schools in Westmount subdivision, Fraser's Flats, Norwood Extension and on Second Street. It was also found necessary to rent two rooms in the Exchange Mart building to accommodate the rapidly increasing number of High School pupils.

The Edmonton Board, too, with commendable foresight, have expended during the year approximately seventy-five thousand dollars in purchasing new sites in the growing subdivisions of the city and in enlarging one of the old ones.

On one of the blocks purchased there is being built an up-to-date High School, the contract for the building and heating of which was let for one hundred and forty-six thousand dollars during this year.

The equipment of the schools throughout the inspectorate is gradually improving and the trustees of some of the rural districts are justly proud of what they have been able to provide for the education of the children of their districts. Such a feeling on their part is highly commendable and I am glad to see that the Department has rearranged the basis of grading so that the inspector has an opportunity of recognizing the efforts of these boards and marking his reports so as to secure a higher grant to the districts over which they preside.

In most districts there is the nucleus of a school library and in many of them the books are used to good purpose by the children of the schools and by the families in the homes as well.

Good libraries mean much to our rural districts, in many of which there is a great scarcity of good literature.

Who can estimate the good which even a small library under the supervision of a wise teacher may do in the way of brightening the lives and moulding the characters of the young of our country?

Most of the school grounds are fenced, some with Page wire fencing, some with the objectionable barbed wire and others with a combination of boards and poles.

Very little attention is paid in the country districts to the beautifying of the school premises. Indeed only a comparatively small number of districts have graded their grounds and many of them have allowed brush and weeds to grow unchecked and some allow the gates and fences to be broken down and consequently the school yard becomes a pasture for the stray cattle and horses of the neighbourhood and presents a generally untidy and filthy appearance. In the city, however, the school grounds are being rapidly improved and the older premises reflect credit on the caretakers in charge as well as on the Board of Trustees.

In a few districts Arbor Day is observed as intended and native trees are planted along the fences, a school garden is started or the yard is given a general spring clean-up, but in most districts the day is taken as a holiday and no effort made to improve the school surroundings.

In the city schools the number of teachers in charge of divisions has increased from 55 in 1908 to 65 in 1909, and supervisors have been put in charge of manual training, music and domestic science.

The grades of certificates held by the teachers of the inspectorate are as follows:—

|                                                     |    |
|-----------------------------------------------------|----|
| University Degree of M.A. and 1st Class certificate | 3  |
| “ “ B.A. “ 1st “ “                                  | 9  |
| “ “ B.A. “ 2nd “ “                                  | 1  |
| “ “ B.A. “ Permit “                                 | 1  |
| First Class certificate without degree              | 21 |
| Second “ “ “                                        | 81 |
| Third “ “ “                                         | 5  |
| Permits                                             | 23 |

In those schools in which qualified teachers are employed the work is, with few exceptions well done, but it is a rare thing to find a permit teacher who is doing satisfactory teaching. Some of this class of teachers are earnest in their efforts and are looking forward to attending the Normal School, but they lack method and on that account partially fail. Some are teaching as a mere makeshift and make little effort and the pupils suffer accordingly. Others lack a proper knowledge of the English language and are therefore unfit to teach it, and as English is the medium through which knowledge is conveyed in our schools the pupils under these teachers make little progress.

Reading is generally well taught by those teachers who use the phonic and look-and-say methods in beginning. A few teachers cling to the old method of teaching the names of the letters first and here one finds the old familiar “sing-song” of earlier days.

It is very encouraging to observe the success attained in teaching reading to the foreign children by teachers who know only the English language. It has been my experience that, not only in reading but in all departments of the school work, the greatest advancement is made under teachers who use English only and who encourage the use of English on the playground as well as in the school during the school sessions.

Arithmetic is well taught in many of our schools and the course outlined by our curriculum is, as a rule, well covered, yet I find that there is a general lack of accuracy in mechanical work among our pupils. I believe that a little more time should be given to drilling on accuracy and speed in mechanical operations.

In a very considerable number of schools composition does not receive the attention which it deserves, the training in the subject being confined to the reproduction of stories contained in the reading lessons. This is useful and important practice in composition but it does not take the place of the formal teaching of the subject.

The teaching of nature study, too, is sadly neglected in the great majority of the schools in my inspectorate. An inquiry from the teacher as to the reason for this neglect generally elicits the reply that “She does not know anything about the subject.”

The teachers who are doing the best nature teaching are those who have received training at the MacDonald training schools in Ontario and Quebec.

It would appear to me that more special attention should be given to this subject in our Normal School or that Summer courses should be given at certain centres in the Province.

Drawing, too, is neglected by a number of teachers in our rural schools and I think that the reason usually is a dislike for or a lack of knowledge of the subject.

This criticism would not at all apply to the Edmonton City schools in which there has been worked out a good organization of special subjects. Supervisors are in charge of art, music, physical culture, manual training and domestic science. During the year, a system of hand-work, too, has been incorporated with the work of the public schools. From my observation this step in advance has proved a pronounced success. The interest of boys in school work generally is improved. They are steadier and more accurate and reliable and the work furnishes a fine outlet for constructive impulses. Its socializing influence is also very marked. It would appear that this work is demonstrating its right to recognition as a legitimate educational instrument in urban schools, and it should be given status on the course of elementary school work, to give uniformity to practice where the work is already being carried on, as well as to give warrant for its wider establishment. The work as it is being carried on in Edmonton applies to every grade in the school. In grades below IV it includes paper work, cutting, weaving and mounting, clay modelling and basketry with both prepared and native reed materials. In Standards IV and V bench work for boys and plain and fancy sewing for girls constitute the course. Lectures on "the care of the home" are given to the graduating class of girls.

On the whole the educational outlook in this inspectorate is bright. The people are rapidly gaining financially and will soon be in a better position to support yearly schools. Railroad development to the north will ensure a large increase in population. Good roads will help very materially in enabling the children to attend school more regularly. The expansion in University, High School and Normal School work will give us more and better trained teachers of our own making and these will be amply supplemented by ambitious competent young teachers from the older provinces of the Dominion and from the Mother Country as well, to whom the conditions existing in our new province appeal strongly.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,

*Inspector of Schools.*

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REPORT OF J. F. BOYCE, B.A., RED DEER INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit the following report on this inspectoral division for the year ending December 31st, 1909.

During the year there has been the usual good progress in the material things in connection with educational matters. Sixteen new districts have been organized, a number of new schools of good type

have been erected in rural districts, and here and there a few rural schools have been successful in cultivating a good little garden. Throughout the inspectorate is to be found a praiseworthy inclination to build good schools and to provide adequate equipment. Nearly every school has the nucleus of a library and many teachers have shown a creditable interest in schoolroom decoration. While some improvement along the line of fencing, levelling and seeding or tree planting has been made from time to time on the yard in some of the older districts it cannot be said that there is a disposition to pay much attention to the ornamentation of the school grounds. The grant on inspection is having a beneficial influence. On the whole the interest shown in the school premises and the desire in many, though not all, districts for good educational facilities for the children is very encouraging.

Owing to the frequent change of teachers in the rural districts and the consequent lack of continuity in the work it is not an easy matter to make a general statement on the standing of the pupils in the various subjects of study. Taking the average rural school as a standard one is impressed with the fact that the standing of the pupils in the important branches of study is far from satisfactory. It must be said, however, that this backwardness is due to the conditions of pioneer life rather than to the failure of our system of education. No doubt there is room for improvement in the detail and the working out of our educational system and this will gradually evolve, but there is not much prospect of improving the work done in our rural schools until the conditions surrounding them become more favourable. Until the yearly school replaces the short term school, until qualified teachers take the place of "permits," until teachers remain longer than a few months in the same school, until the course of studies and the normal training of teachers are given a more practical turn, until the roads are improved and some plan of transportation of pupils becomes more or less general, until more money is forthcoming from taxation and until educationists and the citizens as a body give more energetic and zealous attention to the rural school, require more efficient work and insist upon better educational facilities for the country child, the outlook for the rural school is not bright. Increasing the usefulness of the country school by giving more continuity to the work and by rendering it more practical, more efficient and more vitalizing is the greatest problem in the educational world to-day. The country child is entitled to just as good an education as the city or town child and it would seem reasonable that every effort should be put forth by all interested in education to see that throughout the Province every boy and girl is offered the opportunity of gaining at least a good common school education in the English language.

In the spring when the short term schools began to inquire for teachers there seemed a more than usual scarcity and while the number of graduates from the Provincial Normal School in May alleviated the situation in some degree many districts were still unable to secure the services of a qualified teacher. As a result of the lack of teachers an unusually large number of "permits" were granted during the first term. With the introduction, however, in July of the new regulation by which the department began to recognize the standing of teachers from other provinces who hold third class professional qualifications the number of provisional certificates has been materially lessened.

In the town districts the year's progress is more apparent. True, the town schools have their difficulties, but these are mainly due



to overcrowded rooms, classification, taxation and money matters, but as in nearly every instance, the towns get good value for the money expended, the obstacles to progress are not at all comparable to the unfavourable conditions impeding the progress of the rural school. Many citizens take an active and earnest interest in the welfare of the school. The trustees are desirous of keeping their fine new building in good repair, of providing equipment and of maintaining good schools in every respect. A special feature of the year's progress is the excellent work in improving their school grounds. Teachers usually remain one year or longer in the same school; the classification, the management and the discipline is, as a rule, fairly good; the actual work in the branches of study is systematically and efficiently done; and above all a desirable tone element is growing more apparent in the manners of the pupils every year. The general proficiency of the pupils is, as a rule, superior to that in the best rural schools, and is, on the whole, quite satisfactory.

In October a good convention at which an unusually large number of teachers were present was held at Innisfail. We were pleased to welcome Professor Broadus of the University and Miss Burnett of the Provincial Normal School to the meetings and feel deeply indebted to them for their assistance on the programme.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

*Inspector of Schools.*

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REPORT OF JAMES E. LOUCKS, B.A., VERMILION INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year ending December 31st, 1909.

There were one hundred and forty-six districts in the inspectorate at the beginning of the year, and at the end of the year there were one hundred and sixty-seven districts, including ten graded departments, making a total of one hundred and seventy-seven in all.

The work of inspection was begun in the first week in March but as the weather was very bad throughout this and the following month, and as the inspector was suffering from an attack of muscular rheumatism more or less during the entire year, the inspectorate was not well covered during either the spring or fall terms.

The work of erecting new school buildings was hurried on very rapidly during the year and districts that were organized late in the spring or early in the summer months were provided with school houses and had schools in operation for a part of the fall term.

There were three log school houses built north of the Saskatchewan River, but as the logs used were of spruce and were well hewn and well put together the buildings are quite commodious, are warm and comfortable, are fairly attractive and are well suited for school purposes.

In one rural district a brick veneered school house was erected to take the place of the old log one and was formally opened in November by a public meeting, at which nearly all of the ratepayers were

present and manifested much laudable pride and enthusiasm over their new school. Several really excellent frame school houses were built in the rural districts north of Vermilion and three of them are provided with belfrys. In two of these bells are placed, the sound of which may be heard from end to end of the districts and serves a very useful purpose in summoning the pupils to school and in reminding the parents of their duties towards their own and their neighbours' children.

Comparatively little has yet been done to improve or beautify the school grounds. A few of the trustees have built fences, erected stables, dug wells and perhaps plowed and disced or mown the school grounds, but with perhaps three or four exceptions nothing has been done toward tree-planting or school gardening. As trees grow naturally and with but little care in this part of the province, the task of tree-planting is a very practical and very important feature of the work which has yet to be done.

The number of Galician districts is becoming very large and will soon be great enough to engage the entire time of one inspector. By the end of the year there were fifty-three purely Ruthenian schools organized and there were eight others where a large percentage of the pupils are Ruthenian children. Twelve of these schools are yearly schools and the children attending them, both English and Ruthenian, are making satisfactory progress. One Ruthenian girl from the Limestone Lake school wrote on the Standard V examination in June and was recommended for Standard VI and she is now doing that work in the Lamont High School.

There was a considerable increase in the work in the higher grades during the year. The pupils who wrote on the Standard VI examination from the Fort Saskatchewan, Vegreville and Lavoy schools were very successful, indeed, and the greater number of these students are attending school in Standard VII. Many more students have taken their places in Standard VI in the above schools, and High School classes have also been started in Lamont and Vermilion.

The new text books in history are now in general use and much better work is being done in this subject by the majority of teachers. There are a few, however, who ask the pupils to follow the book too closely and thus cause them to lose a great deal of valuable time in learning a mass of unimportant details rather than the main facts of history and the relation between them as laid down by the Course of Studies.

The co-related subjects of reading and literature have received more intelligent and successful treatment since the new Alexandra Readers have become more familiar to the teachers. "A book of notes," or a "Companion to the Fourth Reader," is a text that is much needed by teachers in rural districts, where books of reference are few and not easily obtained, and would no doubt be frequently used by the more favoured town or city teachers.

The work in composition is still very unsatisfactory, and I would beg leave to urge upon the Department the wisdom of authorizing some well graded text book of easy composition exercises for the use of pupils in Standards II, III and IV. The great difficulty with the teaching of the subject to these grades is that the majority of teachers do not know what kind of exercises to give such young pupils, and ask them to write resumes of their reading lessons or to compose formal compositions on difficult subjects, and the result is that the pupils do such poor work that they themselves and their teachers are discouraged and the work of the subject is carried on in a half-hearted manner.

Writing is being better taught and the pupils are doing better work. Nearly all of the teachers have adopted the "natural slant" system and are teaching it with good success but they one and all are anxiously awaiting the authorization of a set of copy books as the course may then be followed to greater advantage and with less labour.

The granting of third class certificates to teachers who had had the necessary professional training has been attended with excellent results. I know of two cases where teachers who were doing inferior work when holding permits improved wonderfully when they were given these certificates. Their self-respect had increased and their ability to teach well had increased in proportion.

The first annual convention of the teachers in this inspectorate, at which seventy-three teachers were present, was held in Vegreville on October 21st and 22nd. Professor Kerr, of the Provincial University, gave a very interesting address on "Personality in Teaching" at the evening session. The rest of the papers were given by the teachers themselves and the discussions were animated and very helpful and the convention as a whole was an unqualified success.

In spite of the fact mentioned above, that the field was not entirely covered by the inspector, I am confident in asserting that the outlook is excellent. Fewer permit teachers are to be found, higher salaries are being paid in many districts, more schools are being kept open for the entire year, fewer teachers are changing situations and the teachers as a body are well equipped, enthusiastic and progressive and are giving of their best to those entrusted to their care.

I have the honour to be, Sir,

Your obedient servant,

JAMES E. LOUCKS,

*Inspector of Schools.*

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REPORT OF J. W. BROWN, B.A., MACLEOD INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1909.

Throughout the year much activity has been displayed in erecting new school buildings, and otherwise providing additional accommodation to keep pace with the growth of such towns as High River, Stavely, Claresholm, Macleod and Coleman, and the installation of excellent systems of heating and ventilation.

So far as equipment is concerned, almost every school is supplied with the minimum requirements, but improvements and repairs come slowly owing mainly, it appears, to difficulty in securing anyone to do the required work.

Caretaking, particularly in most of the rural schools, is not done satisfactorily. In many of these schools a caretaker is not employed and the equanimity with which many teachers endure unsanitary environments surpasses belief, while on the other hand, it is equally surprising how much an energetic teacher can accomplish in remedying such conditions.

In town and village schools almost all subjects of the curriculum are well taught. This is also true of many of the rural schools kept

open during the whole year. Speaking generally, writing is not taught in the majority of schools. In composition, fair work is done by many of the teachers and excellent results are obtained by a few. The teaching of agriculture is, in the main, time wasted. The text book is not adapted to conditions in our province, and, as previously pointed out, too little space is devoted to the important subject of soil culture.

Satisfactory progress is not being made in tree planting, evidently because success is not attending the efforts made in the majority of cases where such is attempted. The reasons for these failures are to be found in preparation of the soil, selection of trees, method of planting and subsequent cultivation. The trees should be planted in rows in thoroughly pulverized soil and regularly tilled with a horse cultivator as one would a crop of corn expected to yield bountiful returns. Care should be taken not to plant the outside rows too near the sod, otherwise the roots of the grass will absorb sufficient moisture to kill the adjacent trees.

Regarding the alleged scarcity of teachers I have to say that during the year, I received about one hundred letters from qualified teachers asking me to send them lists of vacancies in my inspectorate and I received *two* requests during the same time from rural school boards for names of teachers requiring situations, and yet many trustees have badgered the Department to grant permits to certain persons on the ground that they have tried all lawful means to secure qualified teachers and failed.

A union convention of teachers from the Lethbridge and Macleod inspectorates was held in the City of Lethbridge in October. Excellent papers were read by Normal School teachers and others, and those attending expressed themselves as being greatly benefited therefrom, but unfortunately those teachers needing such assistance most were, as usual, absent, and their schools have suffered in consequence. Some teachers claim that the Department of Education scarcely favours attendance at such meetings and refer to the wording of Regulation 44 which says: "Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so, etc." Others come out flatly and say that they cannot afford to attend and there is some force in this contention. After giving the matter some consideration, I am led to believe that it would be a good investment on the part of school boards to pay at least the cost of transportation of teachers to conventions or institute meetings, so as to insure their schools receiving the benefit of instruction in selection of material, methods of presenting subjects and general suggestions in regard to conduct of schools made by expert teachers.

What may be termed a rural school problem is the frequent change of teachers. One rarely finds a teacher in the same school for two successive terms. It may be conceded, however, without entering into details, that teaching a school at a great distance from a railway point involves many features which, to say the least, are not attractive. I believe something could be done to counteract the tendency to frequent changing of teachers if rural school boards would grade their teachers' salaries, beginning with a certain minimum and increasing this by a specified amount each year until a stated maximum be reached.

This is one aspect of the problem but I regret to say there is another. Some school boards are paying good salaries to teachers who are merely time servers. Leaving the pecuniary loss involved

out of consideration, it is a grievous thing to see children trudging long distances to and from school for the infinitesimal recompense they receive at the hands of some teacher too indifferent to realize the importance and responsibility of her position; in such cases—happily rare—a change of teachers is highly desirable.

The answer papers of the Standard V candidates of Southern Alberta were read at Lethbridge under the supervision of Inspector McKerricher and myself. This work afforded us an opportunity of getting in close touch with the nature of the teaching done and the methods of preparing candidates for this examination. As a result of our observations, we hope to be able to offer helpful suggestions regarding this important department of public school work.

I have the honour to be, Sir,

Your obedient servant,

J. W. BROWN,

*Inspector of Schools.*

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REPORT OF D. A. McKERRICHER, B.A., LETHBRIDGE INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the Lethbridge Inspectorate for the year ending December 31st, 1909.

Owing to the very rapid development in this part of the province, and to my recent appointment as inspector, I can claim only a superficial knowledge of the conditions. I have not been able to visit all the schools in my inspectorate, and consequently my observations apply only to the districts visited.

Perhaps the most striking feature of the year is the general movement towards providing better school accommodation. At Lethbridge a splendid modern school building has been completed at a cost of about \$100,000, while at Medicine Hat, Raymond and Magrath fine plants are in course of erection and will soon be ready for occupation. These are all first-class structures, easily the most costly and conspicuous buildings in their respective towns. In fact the general expenditure for educational purposes in all our towns is a matter of common observation. Much interest in educational matters is shown, also in rural sections, the new settlers being familiar with the advantages of the public school and willing to share in its support. The school buildings recently built or in course of erection are, in most cases, much better structures than those erected in the earlier years, the improvement being due, doubtless, to the intelligence of the incoming settlers and to the growing faith in the future of Alberta. In the large town schools every precaution has been taken to secure what are considered to be the best arrangements for heating, lighting and ventilation. A generous policy, too, is pursued in the matter of equipment, school boards being willing and anxious to provide all that is needed for the effective conduct of the work. In the rural schools generally care is taken in the preparing of plans to follow out the recommendations of the department in arranging for lighting, ventilation, seating, etc., though occasionally serious blunders are made through carelessness or want of advice.

In general it can be said that the condition of school buildings and grounds in rural districts is unsatisfactory. Frequently no one is especially responsible for the janitor work, the care of the school being undertaken by the teacher or pupils without remuneration. Floors are often dirty and sweeping and dusting are irregularly attended to. As a rule, too, little or no attempt is made to improve the condition of school grounds. Of course there are notable exceptions to this statement, but a well-kept yard enclosed by a rear fence in a good state of repair is rarely seen. In a new country where the home conditions of the settler are crude, perhaps it is too much to expect that a great deal of interest should be taken in beautifying the school grounds, but where the teacher is enthusiastic and insistent I believe there are few boards that could not be aroused to the importance of improving the school surroundings.

The irregularity of attendance in rural schools is a serious handicap to successful work and in some cases threatens the very existence of the school. There are districts in south-eastern Alberta where probably not fifty per cent. of the children of school age attend school the required number of weeks. The Ordinance, of course, provides for compulsory attendance, but either the excuses which are to be accepted as justifying non-attendance are too numerous or school boards hesitate to lay information against indifferent parents. The intention of the Ordinance, in any case, is being defeated. In some districts where there is little appreciation of the value of education, it is more than likely that trustees are anxious for some excuse for closing school, alleging smallness of attendance, inability to secure a teacher, etc.

A convention of the teachers of the two southern inspectorates was held in Lethbridge on October 21st and 22nd. Dr. Coffin and Miss Burnett, of the Normal School, were present and assisted materially in the programme, while several of our teachers read suggestive papers on live educational topics. The attendance seemed to be fairly large, but an examination of the roll showed that only about half of the teachers were present. The papers and discussions were of the most helpful character and a fuller representation of teachers should have been in attendance. It is, of course, the teachers who are most in need of the instruction and inspiration of the convention who are sure to be absent and the good teachers who are sure to be on hand. The indifference of teachers is no doubt the chief cause of non-attendance but the expense involved probably keeps a considerable number away. In extending a welcome to the visiting teachers, J. H. Fleetwood, chairman of the Lethbridge School Board, offered a suggestion which was well received by the teachers, viz., that the department make attendance at conventions compulsory and that school boards be required to pay teachers travelling expenses. A good deal can be said in favour of this suggestion or of any other scheme which would secure a fuller attendance of teachers.

Occasionally teachers are found who are not in possession of a copy of the programme of studies and who are teaching without any direction.

On the whole the quality of the teaching is satisfactory. The majority of the teachers are conscientious and painstaking and those who have received professional training are, as a rule, doing effective work.

*Reading.*—In the town schools where primary reading is in the hands of experts, excellent work is being done, but in the rural

schools very inferior work is sometimes observed. Sufficient time is not devoted to preliminary blackboard work and sometimes the text-book is even introduced at once.

*Writing.*—My observation is that good writing and good form in all work is secured only when insisted upon. Children will be as slovenly as they are allowed to be. In one school I observed that every pupil was writing a neat and legible hand though the teacher had no particular method either in slant or movement. He insisted, however, on neatness and legibility, not only during writing period, but always.

*Arithmetic.*—The importance of this subject is fully recognized and in general good work is being done. More attention, however, should be given to securing accuracy and rapidity in the mechanical operations. Pupils in Standard II are generally slow and inaccurate in these operations and it would seem advisable that less attention be given to problem work at this stage and more to the mastery of the fundamental processes.

*History.*—Only fairly satisfactory results are obtained in the teaching of history. Probably few of our teachers are themselves sufficiently interested in the subject to awaken the interest of their pupils. History is chiefly valuable as explaining present situations and for the light it throws on present practical problems, and yet few teachers ever refer to current events. A case might be instanced of even a high school teacher who discussed at length the old question of the Athenian naval policy without even a passing reference to our own naval question.

*Drawing and Music.*—In Medicine Hat and Lethbridge these subjects are under the supervision of specialists and the results are very gratifying.

In one of our graded schools a tendency to specialize in all subjects is observed. Probably in drawing and music specialization is justifiable because of the special qualifications required in these subjects, but a general extension of this system to all subjects appears to be open to the following objections:

- (1) The loss to the pupils of the continuous personal influence of the teacher.
- (2) The narrowing effect on the teachers and the unfitting of them for work elsewhere.
- (3) The loss of opportunity for correlation of studies.
- (4) The danger of over-emphasis of particular subjects and consequent overburdening of pupils.
- (5) The weakening of the general discipline.
- (6) The probability of friction arising among teachers in regard to assigning of subjects.

The large number of qualified teachers seeking positions in this inspectorate would seem to indicate that there is no longer any necessity for issuing permits.

In conclusion I may say that general interest in educational matters and willingness to make generous expenditure for educational purposes are marked and encouraging signs of the times.

I have the honour to be, Sir,

Your obedient servant,

D. A. McKERRICHER,

*Inspector of Schools.*

## REPORT OF E. L. HILL, B.A., STRATHCONA INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR, —I have the honour to submit for your consideration the following report of the Strathcona Inspectorate for the year ending December 31st, 1909.

At the beginning of the year there were in this inspectorate one hundred and eleven rural districts and seven graded schools with forty-three departments. At the close of the year there were one hundred and thirteen rural districts and eight graded schools with forty-eight departments.

Several new buildings have been erected. The excellent four room brick school in Tofield is especially worthy of mention. Among the new rural schools the Ministik Lake school is in many respects a model of a small building, tasteful in design, complete in appointments, sanitary in arrangement and moderate in cost. Too little attention has been paid to the proper lighting of some of our schools. Outside appearance has been considered more important than the health of the pupils.

Many districts have erected stables on the school premises. This has in all cases led to increased regularity and punctuality.

Equipment, especially in our newer schools, is highly commendable. Trustees have shown a proper desire to have all necessary supplies provided. Unfortunately some of our older schools have fallen behind in this respect. In a few instances the board has allowed equipment and premises to lapse into a condition in no way creditable to the district.

More attention should be paid to the providing of equipment for elementary work in many rural schools. A small expenditure for supplementary readers, word-builders, etc., etc., would add very greatly to the efficiency of the teacher's work.

In many schools excellent use is being made of the library. Under the wise guidance of the teacher pupils are receiving great benefit from their reading. The provision of the department requiring the expenditure of one-half the inspection grant for library purposes is effective and strictly in line with the best library policy of the day. This provision is resulting in the formation of school libraries which are incidentally serving to foster the literary tastes of the adults of the districts. There are abundant indications that the use of the school library by parents and by members of the family no longer in attendance, ought to receive every encouragement, as tending to strengthen the tie between home and school. There is a very serious lack of books in the homes of many pupils. The adoption of some system of travelling libraries would meet with appreciation in many districts. Such libraries would result in great assistance to the study of literature in the schools and would extend the educational work of the province by reaching the home-life of those who are no longer able to enjoy the direct instruction of the teacher.

It is my pleasant duty to report the general excellence of the work of the teachers in this inspectorate. The work of our Provincial Normal School is being appreciated by trustees and ratepayers generally. While many good teachers have received their training



outside of the province, there has been decided evidence of lack of adaptability on the part of some who have recently arrived and begun teaching in our rural schools. Some have failed to grasp the importance of carrying out the instructions of the department, and in some instances I have found a serious lack of resourcefulness.

The general standing of the pupils is good as regards reading and arithmetic. Writing is a very uncertain quantity; in some schools excellent almost without exception, in others the reverse. Sufficient attention is not paid to the subject in many schools. I regret to report that some schools are paying too little attention to Canadian History and Geography. Composition is well taught in but few schools. Most teachers seem to feel the need of a text-book.

The conduct of pupils is worthy of praise. Diligence seems to be almost universal. There are few cases requiring severe discipline. Bad home-influence, as usual, accounts for most of the few instances observed.

Some greater incentive to regularity of attendance is highly necessary. Many parents are ignoring their duty to their children by keeping them from school for insufficient causes. The time is certainly ripe for substantial amendment to the Ordinance in this behalf. Provision should be made for more readily compelling pupils of school age to receive the training provided by the province.

A large number of the teachers of this inspectorate attended the Thirteenth Annual Convention of the Northern Alberta Teachers' Association held in Edmonton on the 4th and 5th of November. The programme was interesting and helpful. The teachers received a good degree of stimulus from this enthusiastic gathering. They showed their marked appreciation of the announcement of the Minister that he would take steps toward calling a Provincial Educational Convention.

I have the honour to be, Sir,

Your obedient servant,

E. L. HILL,

*Inspector of Schools.*

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REPORT OF P. H. THIBAudeau, B.A., LACOMBE INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

*Minister of Education,*

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe Inspectorate for the year 1909.

This inspectorate comprised during the past year, townships thirty-nine to forty-five east to range eighteen, inclusive, and west as far as there were schools, which was to range four west of the fifth meridian. At the beginning of the year it contained one hundred and forty-six ungraded schools and twenty departments. During the year six new districts were formed within this area.

The whole inspectorate was visited once, and fifty schools a second time, making with some visits outside my inspectorate a total of two hundred and thirty-nine for the year. The distance travelled by both rail and road was three thousand three hundred and five miles. Of the forty-five ungraded schools visited twice,

only nineteen had two inspections, the others being closed at the time of one or both visits. One hundred and seven schools were visited once. Nineteen schools, though in operation, got no inspection, being closed at the time of my visits; eleven of these were in charge of permit teachers. This lack of inspection leaves the supervision of rural schools in a regrettable condition. So poor has the check been on promotions, that during the past year I have found several cases of pupils being in Standard IV who knew nothing of Standard III arithmetic, and were not well drilled in that of Standard II. Now that the number of inspectors has been so increased as to leave the inspectorates small enough that one can visit every school twice, and a considerable number three times, a much more effective check can be put on such reckless and, in many cases, dishonest promotions.

No very great changes have taken place in the inspectorate since my last report, but the general tendency has been toward improvement. Each new school that was equipped during the past year put in single desks, as did several old ones that discarded their "home-made" seats. The black-board space was greatly increased. But only a slight improvement can I report as to school grounds. Three conditions, I think, would improve these: (1) Yearly schools, (2) Keeping the same teacher for several years, (3) A larger inspection grant, and in cases where the school library had reached one hundred to one hundred and fifty volumes, the board be not forced to expend one-half on books.

It is a rare case that the water supply is satisfactory. Few schools have wells, and only a small fraction of these are drilled, the only sanitary school well; as a dug or bored well contains too much water, and is a receptacle for sticks, filthy surface water, small animals, etc. The caretaking is wretchedly done in most rural schools. The sweeping being done just before nine, or at the noon hour, with little or no dusting even attempted. In severe weather the schoolroom is seldom comfortable till a half hour or an hour after school is called in the morning. Many teachers are careless about the ventilation of the schoolroom and the proper admission of light, drawing the blinds as readily on the pupils' left as on their right. Few record the "lates" until their attention has been called to the regulations requiring that it be done.

Little or no advance can I report on the very important matter of yearly schools. Not half of my rural schools were kept open all year. At least one school broke Section 142 of the school law, and several 143. Two schools with four or five children each were not open at all, leaving these children a whole year with no chance of an education. I called the attention of the trustees to Section 165, but nothing was done. I would like to see it made compulsory upon the board of every district to keep their school in operation or arrange for the conveyance of the children of the district to another school, as provided for in the above section.

The length of the school term might be increased by: (1) A better system of supplying teachers, (2) Increasing the present bonus to yearly schools and lessening the grant to those that were kept open less than six months, (3) Appointment of officers whose special duty it would be to see that school trustees neglecting or refusing to hire a teacher for the full term required by law are punished.

I consider the "short term" school the weakest point in our whole educational system.

Since the introduction of the slant system of writing, the muscular movement is rapidly spreading, crowding out the slow and tiring

finger movement enforced by the vertical system. One hears so many teachers say, "I spoiled my writing taking notes in the high school." To me the explanation appears to be that they tried to put speed into the finger movement, a thing it will not lend itself to. In reading quantity largely predominates over quality, the teacher frequently occupying herself with something else, generally supervision of seat work. Literature is fairly well taught by most teachers, but a few do not teach it at all in the lower classes, and in the higher make it a matter of hunting meanings of words from the dictionary. I recall an amusing instance. A pupil gave for the meaning of "constitutional intrepidity (in the lesson on Clive), "national fearlessness." Spelling is seldom taught. The pupils with scarcely an exception learning it entirely through the ear. Good work is being done in composition, especially in the graded schools; but many teachers use it as a device to free themselves of the pupils for a while. There is not enough criticism, nor re-writing of compositions by the pupils. The reproduction of lessons is overdone, and not enough attention paid to oral composition. Grammar should be made more of an aid to good English; and the pupils' language on the play-ground made to conform more closely to the standard required in his written work. Routine parsing survives with only a few teachers. The teaching of history is not satisfactory, as most teachers fail to present the facts in a manner that will arouse interest in the subject. In ungraded schools few pupils below Standard V could make ten per cent. on a reasonable examination paper. Irregular attendance, dislike for the subject, parents telling their children it is of no use, and the lack of time for thorough drills and reviews appear to me the causes. In geography the results are fairly satisfactory. More map study would be an improvement. Little systematic work is done in nature study or agriculture in rural schools. In the short term and foreign schools I do not urge it. The majority of these pupils are much nearer to nature than they are to good English. I would like to see drawing used more as an added means of expression. While its art side should not be overlooked it has a utilitarian value that few teachers realize. Where the teacher can sing and teach music the results are very satisfactory and most pleasing indeed. The busy work generally given is well termed "busy work." It is calculated to take up the pupil's time that he may be less trouble to the teacher and disturbance to his neighbours. It has little or no educational value.

Apparently, there are more vacant schools and a greater difficulty in securing teachers in Central Alberta than in the south or north. This I attribute to two causes. Teachers from the east, who have not already secured schools, take tickets for the largest centres, as Calgary or Edmonton. From these centres they radiate to the surrounding country. From what I can learn the school boards of the south and north are paying better salaries. This means that this inspectorate is constantly losing its best teachers.

An encouraging feature of the work is that very seldom where one meets a school board personally is a reasonable and moderate (financially speaking) request refused.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,

*Inspector of Schools.*

## REPORT OF WALTER SCOTT, B.A., HARDISTY INSPECTORATE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,  
*Minister of Education,*  
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Hardisty Inspectorate for the year 1909.

The Hardisty inspectorate consists of the eastern part of Central Alberta. In it there are three hundred and six townships lying between thirty on the south and forty-nine on the north, and eastward from eighteen to the Saskatchewan border. During the year two main lines of railroad have been completed crossing the inspectorate. On the Grand Trunk Pacific have grown up such towns as Viking, Irma and Wainwright, and on the Canadian Pacific Railway, Daysland, Hardisty and Provost. The Lacombe branch has also been extended from Stettler to the new town of Castor. There has been rapid development during the year along these roads, but the greatest rush of settlement has been and continues to be eastward from Castor where the best homesteads are still to be had.

Most of the people of the inspectorate have come in from the United States, but Canadians and Old Country people are also numerous. There are few "colonies" and the English language is spoken almost everywhere. Many of the settlers had considerable capital to begin with and have built comfortable homes. They have also broken up considerable land and have well stocked farms. On this account teachers generally find suitable places to board near the schools. There are regular mails and church services. Although few of the settlers in the inspectorate have been here for more than three years many of the districts are taking on the appearance of an old settled country.

Westward from Hardisty, practically all the territory has been divided into school districts; eastward the schools are more scattered but new districts are being erected, and this territory will soon have a full supply of schools. There are no log buildings in the inspectorate; frame buildings costing from eight to twelve hundred dollars are the rule but several districts have erected stone or brick structures. Killam has a fine four-roomed stone school; Foreman rural school is built of stone and is a model country school. The system of lighting the schools is giving good satisfaction but greater care is now necessary with ventilation. In the old style of rural school ventilation was readily secured from either side by opening windows; in the new style where the windows are all on one side, ventilation is not always possible.

There has been a shortage of teachers throughout the year. The yearly schools as a rule have been able to secure teachers and these are well qualified. Some English teachers have come out and the granting of third class certificates has attracted teachers from the east having good non-professional standing. But the number of permits is large and some boards of trustees have been unable to secure teachers of any kind. About fifty per cent. of the teachers are men, no doubt attracted by the low price of the excellent land to be had in the inspectorate.

In those schools conducted by trained teachers the work has, on the whole, been satisfactory for the year. The programme is fairly well understood and is largely followed. Some teachers do not meet the requirements with regard to time-tables, but most

work systematically and have excellent time-tables. There are too many short term schools. In these the work is less satisfactory. The teachers are earnest but are often untrained and their methods are old-fashioned. Children who attend these schools in which are untrained teachers derive benefit, but a considerable part of their time is wasted because of the inexperience of the teachers.

Most of the children of the inspectorate are in the three lower standards of the public school. The majority leave school after they have spent a year in Standard III. Their work in reading and arithmetic is, as a rule, good; that in drawing and writing is less satisfactory. It requires considerable labour to master the arithmetic of Standard III and this is fully accomplished only by pupils having the strongest teachers. The work in composition is not systematically taught but most of the pupils who pass through Standard IV are able to write good compositions and letters on simple subjects. The pupils are not as well acquainted with the elementary facts of nature as they might be. The influence of our schools seems to be to withdraw their interest and attention from natural objects. This is to be regretted and is due to the fact that the teachers are not as interested in nature study as they should be. Quite a few pupils—mostly girls—passed the examination of Standard V. This is encouraging when it is remembered that few of the settlers have been in the inspectorate for more than three years.

A few teachers less reliable than the others promote pupils before they are fitted. The results in every case are bad, and the task of succeeding teachers is made exceedingly difficult. On the whole, however, the classification is satisfactory. As the pupils have come from many of the states of the United States, from the various provinces of Canada, and from England, it has not been easy for the teachers to secure satisfactory classification.

Few of the trustees have had previous experience in the management of school affairs. The remark is often made, "This work is all new to us." As a rule they have been successful in their work of building and equipping the schools. The members of the school boards are entitled to great credit for the interest they take and the time they devote to school affairs. The work of the secretaries is sometimes crude but is improved from year to year where the same secretary is retained for a district. This is especially true where the official auditors are capable and strict, and are willing to make reasonable explanations.

It is to be regretted that so few of our schools have suitable yards. Few of the school grounds are fenced and trees are seldom found planted about the buildings. On the other hand many of the schools have good stables and wood-sheds. One of the best kept yards is that of Stearns School, which is a model in many respects.

The first annual convention was held at Daysland. It was largely attended, and was helpful especially to those teachers who were new to the province. Most of the programme was given by the teachers themselves. The papers were fully discussed. Organization of the teachers was completed and preparations made for next year's work.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

*Inspector of Schools.*

## III.

## EDUCATION IN FOREIGN SETTLEMENTS.

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REPORT OF ROBERT FLETCHER,  
SUPERVISOR OF SCHOOLS IN SETTLEMENTS OF FOREIGNERS.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,  
*Minister of Education,*  
Edmonton, Alta.

SIR,—An interesting feature of the work of the Alberta Government is the educating of the youth of foreign settlements, chiefly among the Ruthenians. A representative of the Department of Education devotes his whole time to this work. He organizes these settlements into school districts, acts as official trustee where needed, and in this capacity performs the duties of a board of trustees and its officers, and supervises the work of Ruthenian boards of trustees.

For a while at first very little progress was made. A number of meetings were called to get the people to organize into school districts and were well attended but they would express no opinion about schools or sign any papers. They misunderstood the aims of the department, and were averse to anything new. But as misapprehensions were cleared away and they began to realize the just and economical intentions of the department their opposition ceased and the work of organization spread rapidly.

At first they favoured the erection of log school houses by gratis work, but when they saw that a neat frame structure could be built as cheaply they discarded the idea of erecting log buildings. Since the formation of the province they have already built forty-six commodious, well-lighted, frame buildings. There is a rivalry among the districts to have the best school house and they are quite generous in furnishing and equipping it.

The greatest obstacle in the way of getting these schools in operation was the securing and establishing of qualified teachers. The Ruthenians, as was quite natural, desired teachers who could speak their own language but as none of these held qualifying certificates they were loath to engage the services of qualified teachers all of whom were English speaking. However, they reluctantly accepted a few and again misapprehensions began to vanish. They began to realize that the teachers thought and talked like one of themselves, that their children learned quite readily under them, and that they would not interfere with their religious views. If the teacher became interested in the welfare of the people they showed their appreciation by many little acts of kindness and in a few cases almost idolized them.

In a few cases the board of trustees, being wrongly advised, held out against the acceptance of a qualified teacher until an official trustee was appointed by the department to administer the affairs of the district. After one term of such administration they became

quite willing to conform with the requirements of the department and in two notable instances petitioned the Minister of Education to allow the official trustee to continue in office.

A growing interest in the education of their young is manifesting itself among the people. It is common for a parent to take his child to town to reckon up the price of a load of grain or a bill and his face brightens up if the youngster calculates correctly. The school term is lengthening. This year twelve districts, in which none but Ruthenians reside, have engaged teachers for the whole year, and as many more, that have a large percentage of foreign ratepayers, operate yearly schools.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,

*Supervisor of Foreign Schools.*





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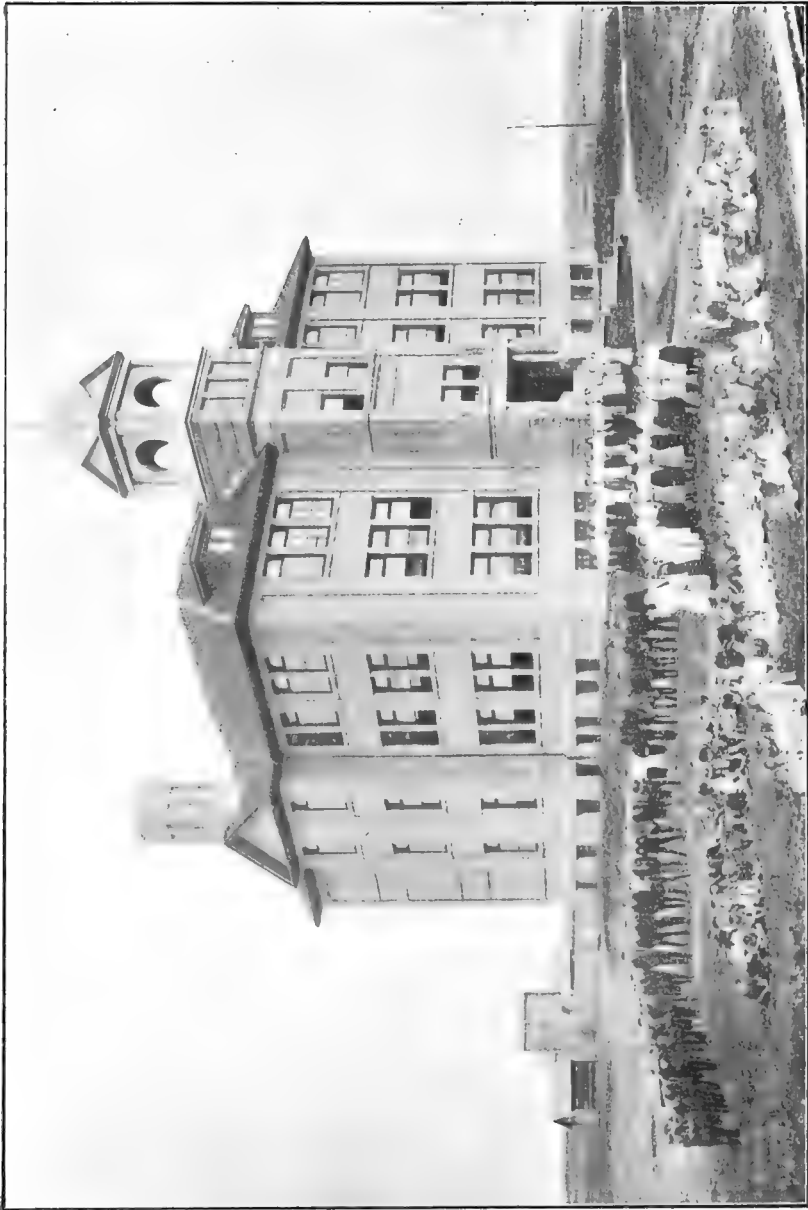
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PART III.  
APPENDICES

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NELSON SCHOOL, LACOMBE



## APPENDIX A.

## REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

## SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre while in town and village districts the area should be at least one-half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a woodshed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrance should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

## SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a-half to four feet high and the top of the window should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

|                    | Size | Height<br>of seat | Height<br>of top | Width<br>of top | Length | Floor<br>Space | Age<br>Accommodated. |
|--------------------|------|-------------------|------------------|-----------------|--------|----------------|----------------------|
| Normal . . . .     | 1    | 17in.             | 29in.            | 16in.           | 24in.  | 28in.          | Adults               |
| High School . .    | 2    | 16in.             | 27½in.           | 16in.           | 24in.  | 27in.          | 16 to 20             |
| Grammar . . . .    | 3    | 15in.             | 25½in.           | 14in.           | 21in.  | 26in.          | 12 to 18             |
| 1st Intermediate.. | 4    | 14in.             | 24in.            | 14in.           | 21in.  | 24in.          | 10 to 15             |
| 2nd Intermediate.  | 5    | 13in.             | 22½in.           | 12in.           | 19in.  | 22in.          | 8 to 12              |
| Primary . . . .    | 6    | 12in.             | 20½in.           | 12in.           | 19in.  | 21in.          | 5 to 8               |

## DOUBLE SEATS AND DESKS.

|                  | Size | Height<br>of seat | Height<br>of top | Width<br>of top | Length | Floor<br>space | Age<br>Accommodated |
|------------------|------|-------------------|------------------|-----------------|--------|----------------|---------------------|
| Normal . . . .   | 1    | 17in.             | 29in.            | 16in.           | 40in.  | 28in.          | Adults              |
| High School..    | 2    | 16in.             | 27½in.           | 16in.           | 40in.  | 27in.          | 16 to 20            |
| Grammar . . .    | 3    | 15in.             | 25¾in.           | 14in.           | 38in.  | 26in.          | 12 to 18            |
| 1st Intermediate | 4    | 14in.             | 24in.            | 14in.           | 38in.  | 24in.          | 10 to 15            |
| 2nd Intermediate | 5    | 13in.             | 22½in.           | 12in.           | 36in.  | 22in.          | 8 to 12             |
| Primary . . .    | 6    | 12in.             | 20¾in.           | 12in.           | 36in.  | 21in.          | 5 to 8              |

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a-half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

## SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, washbasins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list, which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

*Standard I:* Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

*Standard II:* A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

*Standard III:* A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

*Standard IV:* Maps of Canada, South America, Europe and Asia.

*Standard V:* Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

## USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes with-

out the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

#### SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

#### CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one-half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.



20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

#### DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

#### COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

#### TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instructions in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

#### TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

## REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

## SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered, with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

| Pupil's name | No. of book | When delivered | When returned | Condition when returned | Fines, when paid |
|--------------|-------------|----------------|---------------|-------------------------|------------------|
|              |             |                |               |                         |                  |

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district, who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

## INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his

official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

#### TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

#### TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

#### TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention, the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

#### TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

#### ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

#### MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

#### DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

## NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and, subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

## APPENDIX B.

## PROGRAMME OF STUDIES.

## STANDARDS I-V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time-table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

## READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject-matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

*Standard I.*

Authorized First Readers. Authorized Supplementary Readers.

*Standard II.*

Authorized Second Readers. Authorized Supplementary Readers.

*Standard III.*

Authorized Third Reader. Authorized Supplementary Readers.

*Standard IV.*

Authorized Fourth Reader. Authorized Supplementary Reader.

*Standard V.*

*Reading:* A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for Literature, are for independent supplementary reading rather than for study. Practice in oral reading.

*Literature:* Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

## ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

*Standard I.*

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal and punctuation marks.

*Standard II.*

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject-matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

*Standard III.*

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking the accent; common abbreviations and contractions; simple synonyms.

*Standard IV.*

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

*Standard V.*

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

## COMPOSITION.

(a) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

*Standard I.*

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

*Standard II.*

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lesson in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

*Standard III.*

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

*Standard IV.*

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary [abstract]; social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

*Standard V.*

The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.



## GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

*Standard I.*

Oral correction of colloquial errors.

*Standard II.*

Correction of colloquial errors; a division of a sentence into subject and predicate.

*Standard III.*

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

*Standard IV.*

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

*Standard V.*

An intelligent comprehension of the authorized text books.

## HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

*Standard II.*

*Biography.*—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

*Standard III.*

*Canadian History.*—Outline study from leading features, *e.g.*: discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—feudal, freehold, leasehold, seignorial; Reciprocity Treaty; British North America Act, etc.

*British History.*—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Cæsar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

*Standard IV.*

*Canadian History.*—The text book studied as a review and expansion of the topics discussed in the previous standards.

*British History.*—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

*Standard V.*

*Canadian History.*—The leading events of Canadian history with particular attention to events subsequent to 1840.

*British History.*—The outlines of British History.

## GEOGRAPHY.

*Standard I.*

*Direction:* Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

*Water:* Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

*Winds:* Recognition of calm, breeze, gale.

*Standard II.*

*Direction:* Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

*Land:* Hills, mountains—direction and nature of their slopes; plain, valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

- Water:* Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; relation of these to one another; their uses.
- Winds:* Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people, and vessels.
- Maps:* Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.
- The World as a Whole:* Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.
- Continents:* Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of leading peoples in each.
- Oceans:* Their relative positions and sizes; some characteristics of each.

### *Standard III.*

- Land:* Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)
- Water:* River systems.
- Continent Structure:* Great slopes, continental axis, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)
- The World as a Whole:* Relief—World ridge from Cape Horn to Cape of Good Hope.
- Lowlands: World basins—Their position between the two highlands of each continent. Outline description of each.
- Drainage: World water parting; world river system.
- Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)
- Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174-176.)
- Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.
- Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)
- Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)
- People: The different races and their distribution.

### NORTH AMERICA.

References for Teacher's use; Parker's "How to Study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XIV. "The story of our continent."—Shaler.

#### *Position.*

- Structure:* General description of primary and secondary highlands; river basins.
- Drainage:* Great water partings, great river systems, great lakes.
- Outline:* Shape, leading projections of land and water.
- Climate:* Temperature and moisture—Their cause and influences generally.

*Natural Productions and Productive Regions:* Chief agricultural grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

*Waterways and Railways:* Main trade routes.

*Cities:* Prominent commercial centres of the continent; their relation to belts of products.

*Political Divisions:* Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

*Alberta:* Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

#### *Standard IV.*

*Dominion of Canada:* Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

*South America:* Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic, and Chili. (Teacher's reference: "How to Study Geography," pp. 218-224. "The Geographical Reader."—American Book Company.)

*Eurasia:* General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

#### *Standard V.*

The general geography of the world, geography of Canada more particularly.

#### NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

#### *Standard I.*

##### *Plant Life:*

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledons, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

*Animal Life:* Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

### *Standard II.*

#### *Plant Life:*

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

*Animal Life:* Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

### *Standard III.*

#### *Plant Life:*

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

*Soils:* Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

*Animal Life:* Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

### *Standard IV.*

*Plants:* Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

*Soils:* Preparation for seed. (Reference—prescribed text.)

*Animals:* Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) Insects: Growth, classification, remedies. (Reference—prescribed text.)

### *Standard V.*

(a) *Nature Study.*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrange-

ment, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*.—A general knowledge of the following topics: Soils: formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops: their growth, management, rotation, diseases. Live stock and dairying: Feeding, care and management of farm animals; butter-making. Insects: growth, classification, remedies. Weeds: wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees: their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: *Agriculture* by James and McIntyre.)

#### ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject-matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

#### *Standard I.*

Teacher's reference: Wentworth's "Primary Arithmetic."

##### *Part I.*

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten-cent coins; simple problems.

##### *Part II.*

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth . . . . . one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

*Standard II.*

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth. . . . . one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50%, 25%, 10%, 5%,  $33\frac{1}{3}\%$ ,  $12\frac{1}{2}\%$ ; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos. . . . . tens; multiplication table made and mastered Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

*Standard III.*

Notation and numeration; simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles: contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

*Standard IV.*

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary business transactions.

*Standard V.*

*Arithmetic and Mensuration:*—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in chapter VII of Hill's *Lessons in Geometry*. All problems should, as far as possible, have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in the

solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given.

*Algebra:* Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

*Geometry:* As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

*Book-keeping:* (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets.

#### DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

#### *Standard I.*

Teach the following forms as wholes from type solids and objects.

*Sphere* and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

*Cylinder* and similar forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

*Cube* and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

#### *Standards II and III.*

The work of Standard I and the following.

The type solids bisected and studied as new wholes.

*Hemisphere* and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

*Half Cylinder* and similar forms, natural and artificial, *e.g.*, band-box, coin, etc.

*Half Cube*, square prism, right-angled triangular prism and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

#### *Standard IV.*

The work of previous standards and forms derived from the type solids by variation.



*Spheroids*, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

*Cone*, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

*Pyramid*, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

#### *Standard V.*

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

#### MUSIC (OPTIONAL).

##### *Standards I and II.*

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

##### *Standards III, IV and V.*

Normal Music Course First Reader. Second Reader when First is mastered.

#### HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

#### STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treat-

ment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reason why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that, as a rule, the more sparingly grown people use it the better.

#### MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218-294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty, direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

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## APPENDIX C.

COURSE OF STUDIES AND ANNUAL EXAMINATION FOR  
STANDARD V.

APPROVED, JUNE, 1909.

## GENERAL.

1. The annual department examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the department in the form prescribed. All applications must be forwarded before May 15th.

3. Candidates shall write at such schools as may from year to year be selected by the Minister. The expenses of the examination shall be paid by the candidates or by the board of trustees. There is no examination fee.

4. The answer papers of candidates shall not be examined until their teachers report to the department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR  
ENDING JUNE 30TH, 1910.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those in which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry and agriculture in addition to the obligatory subjects. Every candidate must write on all the subjects prescribed for examination.

*Reading:* A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

*Literature:* Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V; with memorization of the finest passages.

Prose. —Rip Van Winkle, p. 47; Cavalry Charges at Balaklava, p. 105; King Richard and Robin Hood, p. 124; The Tragedies of Birds' Nests, p. 205; The Death of Arthur, p. 242; Lord Chesterfield, p. 269; The Sleeping Beauty, p. 301; The Mountain of Miseries, p. 335; The Queen and the Empire, p. 371.

Poetry. —Maud Muller, p. 41; The Ancient Mariner, p. 75; The Glove, p. 132; The English Language, p. 153; King Robert of Sicily, p. 179; The Birds of Killingworth, p. 216; To the Cuckoo, p. 233; The Song Sparrow, p. 239; The Tomb of Arthur, p. 256; The Brook, p. 294; The Fairies, p. 313; Ode on the Death of Wellington, p. 329; The British Flag, p. 376; Hands all Round, p. 385.

*Composition:* The structure of the sentence and paragraph, the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

*Grammar:* An intelligent comprehension of Goggin's New Elementary Grammar.

*Orthoepy and Spelling:* Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

*Arithmetic and Mensuration:* A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their applications to partnerships; mensuration as contained in chapter VII of Hill's Lessons in Geometry. All problems should as far as possible have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasised. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

*Algebra:* Definitions; simple rules; simple equations with problems. Text book: C. Smith's Elementary Algebra (chapters I to VI).

*Geometry:* As in Hill's Lessons in Geometry, chapters I, II, III and IV (omitting the theorems), with definitions of chapters V and VI.

*Book-keeping:* (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

*Geography:* The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography (Saskatchewan and Alberta Edition).

*History:* The leading events of Canadian History with particular attention to events subsequent to 1840; the outlines of British history. Text books: Duncan's The Canadian People, Symes and Wrong's English History.

*Nature Study and Agriculture:* (a) *Nature Study*—A general review of the topics prescribed for Standards III and IV including Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and use of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction; propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and drainage. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumble-weed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

*Hygiene and Temperance:* As outlined in the Programme of Studies for Standards I to V. Teacher's reference books: Ontario Public School Physiology and Temperance. Knight's Introductory Physiology and Hygiene (Copp Clark Co.).

*Penmanship:* Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

*Drawing:* Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II. Teacher's reference: The Manual.

*Music:* As outlined in the Programme of Studies for Standards III-V. Text book: King Edward Music Readers (First and Second).

The *obligatory* subjects of the standard are Reading, Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geography, British and Canadian History, Nature Study, Hygiene and Temperance, Penmanship and Drawing.

The *optional* subjects of the standard are Algebra, Geometry, Book-keeping, Agriculture and Music.

*Candidates for examination* shall be required to write upon the following subjects: Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geometry, History, Algebra, Geography, Nature Study and Agriculture, Drawing. The marks for Penmanship shall be awarded on the Composition paper.

## APPENDIX D.

## CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VI, VII, VIII AND  
NORMAL SCHOOLS.

APPROVED AUGUST, 1909.

## CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the department that a duly qualified teacher is not available.

The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

7. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

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## DIPLOMAS.

### EXAMINATION REQUIREMENTS.

#### *Standards VI, VII, VIII.*

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall before June 30th, forward to the department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards



work, general grasp of each subject, physical fitness for examination, chances for passing. Percentages based upon the candidate's work during the year should be given where possible.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII diplomas respectively. But in the case of persons who have not been residents of the province for eighteen months immediately prior to the date of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subject on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. If a candidate desires to write on only one or two subjects the fee shall be one dollar; if on three or four subjects, two dollars. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

#### *Professional Examinations.*

10. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

11. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

12. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

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#### COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1910.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*.

The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

*Standard VI.*

1. *Reading:* A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1910:

Dickens—A Christmas Carol.

Irving—The Legend of Sleepy Hollow.

Scott—The Lay of the Last Minstrel.

Tennyson—Enoch Arden.

2. *English Composition:* Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principle of rhetoric should be given in connection with this study.

3. *English Literature:* A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages. Practice in oral reading.

Texts for 1910:

Coleridge—The Ancient Mariner.

Wordsworth—Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, She was a Phantom of Delight, To the Cuckoo, The Green Linnet, Bright Flower Whose Home, To a Skylark ("Ethereal Minstrel Pilgrim of the Sky"), Reverie of Poor Susan, To My Sister, Three Years She Grew; September, 1819; Upon the Same Occasion, and the following twelve sonnets: "Two Voices are There," "A flock of Sheep that Leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of Evening," "O Friend I know not," "Milton, thou shouldst," "When I have borne in Memory," "Brook, whose society," "Scorn not the Sonnet," "Tax not the Royal Saint," "They dreamt not of a Perishable Home."

4. *English Grammar and Rhetoric:* A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books:

Sykes' Elementary English Composition (The Copp Clark Co.).

The High School Grammar, revised edition (Canada Publishing Co.).

5. *History:* The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books:

Duncan's "Canadian People" (Western Edition).

Buckley and Robertson's High School History (The Copp Clark Co.).

6. *Geography*: The general geography of the world; geography of Canada and the British Empire more particularly.

Text books:

The New Canadian Geography—Saskatchewan and Alberta edition (W. J. Gage & Co.).

Tarr's Elementary Physical Geography (Morang & Co.).

Teacher's reference: Adam's Commercial Geography (G. N. Morang & Co.).

7. *Arithmetic and Mensuration*: Chapters I to X inclusive, and pages 250 to 287 inclusive. Problems based on the work covered.

Text book:

Hamblin Smith's Arithmetic—1907 edition (W. J. Gage & Co.).

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions, easy quadratics.

Text book:

C. Smith's Elementary Algebra, chapters I to XIV inclusive (The Copp Clark Co.).

9. *Geometry*: Euclid's Elements, Book I, with easy deductions.

Text book:

Todhunter and Loney (The Copp Clark Co.).

10. *Book-keeping*: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry.

Text book:

Black's Public School Book-keeping (The Copp Clark Co.).

11. *Botany and Agriculture*: *Botany*—(a) As in prescribed texts, omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books:

Bergen's Foundations of Botany without Key and Flora (Ginn & Co.).

Agriculture by James and McIntyre (Morang & Co.).

Teacher's references: Spotton's High School Botany, Manitoba edition (W. J. Gage & Co.).

Coulter's Plant Relations (Morang & Co.).

Bailey's Principles of Agriculture (Morang & Co.).

12. *Physical Science*: As in chapters I to X inclusive of Merchant and Fessenden's High School Physical Science, Part I—revised edition (The Copp Clark Co.).

13. *Drawing*: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III (W. J. Gage & Co.).

Teacher's reference: The Manual.

14. *Latin*: Grammar, reading, composition; Lessons I to LXX inclusive of Henderson's and Fletcher's First Latin Book. (The Copp Clark Co.).

15. *French*: Grammar, reading, composition and conversation; Lessons I to XXXVI inclusive of Fraser and Squair's French Grammar and Reader (The Copp Clark Co.).

16. *German*: Grammar, reading composition and conversation; Lessons I to XXV inclusive of the High School German Grammar and Reader (The Copp Clark Co.).

17. *Pedagogy*: An examination in pedagogy shall be held each year for such persons as apply for a renewal of their third class certificates. The examination shall be based upon the following texts:

White's School Management.

Tilley's Methods in Teaching.

The *obligatory* subjects of this standard are Reading, English Composition, English Literature, English Grammar and Rhetoric, Geography, British and Canadian History, Arithmetic and Mensuration, Geometry, Botany and Drawing.

The *optional* subjects of this standard are: Algebra, Book-keeping, Agriculture, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VI diploma are: English Literature, English Composition, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra, Book-keeping, Botany and Agriculture, Physical Science, Drawing.

(NOTE.—Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation).

#### *Standard VII.*

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1910:

Addison—Roger de Coverly.

Scott—The Talisman.

Macaulay—Lays of Ancient Rome.

Goldsmith—The Deserted Village.

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with the study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.



PUBLIC SCHOOL, LAVOIE



PUBLIC SCHOOL, RAYMOND



Texts for 1910:

Tennyson—"Ode to Memory"; "The Dying Swan"; "The Lotus Eaters"; "Ulysses"; "You Ask Me Why"; "Of Old sat Freedom"; "Love thou thy Land"; "Tears, Idle Tears"; and the six interlude songs from the Princess; The Brook; Ode on the death of the Duke of Wellington; Charge of the Light Brigade; Enoch Arden.

Shakespeare—A Midsummer Night's Dream.

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words; in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text books:

Sykes' Elementary English Composition (The Copp Clark Co.).

The High School Grammar, revised edition (Canada Publishing Co.).

Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History*: Myer's General History—to the close of the Mediæval Period (p. 485); Bourinot's How Canada is Governed (Copp Clark Co.).

6. *Arithmetic and Mensuration*: Hamblin Smith's Arithmetic—1907 edition.

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text books:

C. Smith's Elementary Algebra, chapters I to XX inclusive (The Copp Clark Co.).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book:

Todhunter and Loney's Euclid (The Copp Clark Co.).

9. *Physical Science*: Merchant and Fessenden's High School Physical Science, Part I—Revised Edition (The Copp Clark Co.).

10. *Animal Life*: As in Jordan and Kellogg's Animal Life (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

11. *Chemistry*: Mills' Chemistry for Schools (Gage & Co.).

12. *Latin*: Henderson & Fletcher's First Latin Book and Reader. Course in Grammar prescribed for Standard VI continued. Translation into Latin of easy phrases and sentences illustrating the rules of Latin syntax. Sight translation from easy prose authors. Special study of the texts prescribed.

Latin Texts for 1910:

Caesar—Bellum Gallicum, Book IV, Chapters 20 to 38 and Book V, Chapters 1 to 23.

Virgil—Aeneid. Book II (lines 1 to 505).

13. *French*: High School French Grammar and Reader. Course in Grammar prescribed for Standard VI continued to page 187. Translation from English into French of easy sentences and paragraphs. Sight translation from modern French authors. Special study of the following selections:

LAMENNAIS, *Paroles d'un Croyant*, Chaps. VII and XVII; PERRAULT, *Le Maître Chat ou Le Chat Botté*; DUMAS, *Un Nez Gelé*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chèvre de M. Seguin*; LEGOUVE, *La Patte de Dindon*; POUVILLON, *Hortibus*; LOTT, *Chagrin d'un Vieux Forçat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (*Est-ce à votre Cocher . . . sous la mienne*); VICTOR HUGO, *Waterloo*, Chap. IX; ROUGET DE L'ISLE, *La Marseillaise*; ARNAULT, *La Feuille*; CHATEAUBRIAND, *L'Exile*; THEOPHILE GAUTIER, *La Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automne*; DE MUSSET, *Tristesse*; SULLY PRUDHOMME, *Le Vase Brisé*; LA FONTAINE, *Le Chêne et le Roseau*.

French text for 1910:

Scribe—*Le Verre d'Eau*.

14. *German*: High School German Grammar and Reader. Translation from English into German of easy sentences and paragraphs. Sight translation from modern German authors. Special study of the following selections:

GRIMM, *Rotkaeppchen*; ANDERSON, *Wie's der Alte macht*. *Das neue Kleid*, *Venedig*, *Rothschild*, *Der Baer*; ERTL, *Himmelschlüssel*; FROMMEL, *Das eiserne Kreuz*; BAUMBACH, *Nicotiana*, *Der Goldbaum*; HEINE, *Lorelei*, *Du bist wie eine Blume*; UHLAND, *Schaefer's Sonntaglied*, *Das Schloss am Meer*; CHAMISSO, *Das Schloss Boncourt*; CLAUDIUS, *Die Sterne*, *Der Riese Goliath*; GOETHE, *Mignon*, *Erlkoenig*, *Der Saenger*; SCHILLER, *Der Juengling am Bache*.

German text for 1910:

Hauff—*Das kalte Herz*.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, History, English Grammar and Rhetoric, Animal Life, Geometry, Arithmetic and Mensuration.

The *optional* subjects of this standard are: Physical Science, Algebra, Chemistry, Latin, French and German.

The *examination* subjects for a Standard VII diploma are: English Composition, English Literature, History, English Grammar and Rhetoric, Geometry, Animal Life, Arithmetic and Mensuration, and any three of the following: Algebra, Physical Science, Chemistry, Latin, French or German.

(NOTE.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university).

#### *Standard VIII.*

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for general reading.

Books prescribed for 1910:

Macaulay—*Lord Clive*.

Southey—*Life of Nelson*.

Tennyson—*Idylls of the King* (*Coming of Arthur*, *Gareth and Lynette*, *Geraint and Enid*).

Cowper—*The Task*, Books I, II and III.



2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with the study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1910:

Shakespeare—Julius Caesar; Midsummer Night's Dream.

Milton—Minor Poems.

Selections from Byron, Keats, Shelley and Browning as in "Poems of the Romantic Revival" by Cunliffe and Cameron.

4. *English Language and History of Literature*:

Text books:

Lounsbury's English Language, Part I, revised edition.

Gummere's Handbook of Poetics (Ginn & Co.).

Halleck's History of English Literature, Chapters I to VIII inclusive (American Book Company).

5. *History*:

Text books:

Bagehot—The English Constitution (Kegan, Paul, Trench & Co.).

Cunningham's Outlines of English Industrial History (The Macmillan Co.).

Myers' General History—Modern Age (page 486).

6. *Algebra*: C. Smith's Elementary Algebra (The Copp Clark Co.).

7. *Geometry*: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text book:

Todhunter and Loney (The Copp Clark Co.).

8. *Trigonometry*: Murray's Plane Trigonometry and Tables (Longman & Co.).

9. *Chemistry*: Inorganic Chemistry.—Remsen's Briefer Course (Henry Holt & Co.).

10. *Physical Science*: The Elements of Physics.

Text book:

High School Physical Science, Part II, Revised Edition (Copp Clark Co.).

11. *Latin*:

(1) *Authors*—

Latin texts for 1910:

Horace—Odes, Books 1 and 2.

Cicero—Pro Lege Manilia; Pro Marcello.

(2) *Grammar*—

BENNET: with special reference to Parts I to IV.

Composition—BRADLEY: Arnold's Latin Prose Composition (Exercises I to XXIII).

12. *French:*

(1) *Grammar and Composition.* Dictation and sight translation. High School French Grammar. A study of the irregular verbs and pages 187 to 336 inclusive, with associated exercises.

(2) And examination on texts prescribed.

French texts for 1910:

Scribe—Le Verre d'Eau.

Malot—Remi en Angleterre.

13. *German:*

(1) *Grammar and Composition.* Dictation and sight translation. High School German Grammar.

(2) An examination on texts prescribed.

German texts for 1910:

Hauff—Das kalte Herz.

Baumbach—Der Schwiegersohn.

Elz—Er ist nicht eifersüchtig.

Eichert—Post Festum.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Language and History of Literature, History and Trigonometry.

The *optional* subjects of this standard are: Algebra, Geometry, Chemistry, Physical Science, Latin, French and German.

The *examination* subjects for a Standard VIII diploma are: English Composition, English Literature (two papers), English Language and History of Literature, History, Trigonometry, *either* Physical Science or Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French or German.

<sup>2</sup>(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university).

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NORMAL SCHOOLS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VI, VII or VIII diploma.

2. No card of admission shall be granted until the applicant has submitted to the department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. A session of a Normal School for the training of teachers for Third Class certificates shall be held at such time and place as may be deemed necessary or desirable by the Minister of Education.

COURSE OF STUDIES.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

*Third Class Certificates.*

1. *Pedagogy*: An outline study of the general principles underlying the art of teaching; application of these principles to teaching and government.

2. *School Management*: School organization, discipline, school tactics, classification of pupils, promotions, types of schools, etc. Text: White's School Management.

3. *School Law and Regulation*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: School Ordinance; Regulations of the Department.

4. *School Hygiene*: Topics relating to school work.

5. *Methods*: Lectures on methods of teaching each subject on the programme of studies prescribed for public schools. Text: Tilley's Methods in Teaching.

6. *Practice in Teaching*: Planning of lessons and practice teaching under supervision.

7. *Drawing*: Prang's New Graded Course for Canadian Schools.

8. *Music*: The King Edward Music Readers (First).

*Second Class.*

*Psychology*: Its relation to pedagogy; conditions, processes and laws of mental development; its value to the teacher in the art of education. Text: Gordy's New Psychology.

*School Management*: Functions of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's School Management.

*School Law*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

*Methodology*: Lectures on the presentation of each subject on the Course of Studies. Text: Tilley's Methods in Teaching.

*Practice in Teaching*: Planning of lessons; teaching under supervision.

*School Hygiene*: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

*Music and Drawing*: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools; King Edward Music Readers (First and Second).

*Manual Training*: Practical instruction in modelling and constructive work, including blackboard drawing.

*First Class.*

*Philosophy of Education:* Nature, form and limits of education; education in its special elements—physical, intellectual and volitional training; particular systems. Text: Tompkins' *Philosophy of Teaching*.

*History of Education:* Leading systems of education, eminent educators. Text: Painter's *History of Education*.

*Psychology:* Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory. etc.; discussion of fundamental pedagogic principles and their psychologic basis. Text: Halleck's *Psychology and Psychic Culture*.

*School Management:* Function of the school; school organization; discipline; incentives; course of study; examinations, etc. Text: Tompkins' *School Management*.

*School Law:* A general knowledge of the School Ordinances and Regulations of the Department of Education.

*Methodology:* Lectures on the method of presentation of each subject on the course of studies.

*Practice in Teaching:* Planning of lessons; teaching under supervision.

*School Hygiene and Sanitation:* Lectures.

*Theoretical and Practical Instruction on Music and Drawing.* Texts: Prang's *New Graded Course in Drawing for Canadian Schools*, King Edward Music Readers (First and Second).

*Manual Training:* Practical instruction.

*Reference Books for Normal Schools.*

*Science and Philosophy of Education:* Boone's *Science of Education*; Horne's *Philosophy of Education*.

*Psychology and Pedagogy:* Dexter and Garlick's *Psychology in the school room*; Sully's *Teacher's Handbook of Psychology*; White's *Elements of Pedagogy*; Betts' "The Mind and Its Education."

*School Management:* Fitch's *Lectures on Teaching*; Miller's *School Management*; Dewey's "School and Society."

*History of Education:* Davidson's *History of Education*; Kemp's *History of Education*.

*Methods:* Smith's *Systematic Methodology*; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method"; Clark's "How to Teach Reading in the Public School."

*Drawing:* Augsburg's "Drawing Books I, II and III"; Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

*Music:* Normal Music Course (Silver, Burdett & Co.); Eleanor Smithe's Music Series.

*Physical Culture:* Bancroft's School Gymnastics.

*Hygiene:* Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene, Nos. 2, 3, 4, 5; Blaisdell's "Our Bodies and How We Live."

*Writing:* Jackson's Theory and Practice of Handwriting.

*Manual Training:* Plastic Methods for Plastic Minds, Harbutt; Constitution Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to Make Baskets, White; Hand Loom Weaving, Todd.

## APPENDIX E.

## AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED, AUGUST, 1908.

*Readers:* The Alexandra Readers (Morang); The New Canadian Reader, Book V (W. J. Gage & Co.), The Dominion Readers, First (Part I, Part II), and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II) and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahns' First and Second German Books.

*Supplementary Readers:* Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Way Side No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (Nos. 47, 48, R.L.S.). Standard III, Sea Side and Way Side No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.). Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

*Copy Books:* Gage's Practical System of Vertical Writing. (To be discontinued when suitable slant series is procured.)

*Arithmetic:* Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

*Grammar:* Goggin's New Elementary Grammar.

*Geography:* The new Canadian Geography (Alberta and Saskatchewan edition).

*History:* Duncan's "Canadian People" (Western edition); Symes & Wrong's English History.

*Agriculture:* Agriculture, by C. C. James and McIntyre.

*Geometry:* Hill's Lessons in Geometry.

*Algebra:* C. Smith's Elementary Algebra.

*Book-keeping:* Black's Public School Book-keeping.

*Drawing:* Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

*Music:* The Normal Music Course First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

## APPENDIX F.

## THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(a) A certificate of age;

(b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

## EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the Union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidates' school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student, who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.



Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

## APPENDIX G.

## EXAMINATIONS, 1909.

## STANDARD V.

## LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAUDEAU, B.A.  
C. H. RUSSELL, B.A.

*Values*

1. "How comforting it is to see a cheerful and contented old age and to behold a poor fellow like this, after being tempest-tossed through life, safely moored in a snug and quiet harbor in the evening of his days! His happiness, however, sprang from within himself and was independent of external circumstances, for he had that inexhaustible good-nature which is the most precious gift of heaven, spreading itself like oil over the troubled sea of thought and keeping the mind smooth and equable in the roughest weather."
- 3 (a) From what selection is this extract taken?
- 9 (b) What is the relation of this paragraph to the whole lesson?
- 5 (c) Point out two figures of speech used here.
- 5 (d) Explain "His happiness . . . circumstances."
2. "I know that there is a party in England—but it is inconsiderable in numbers, though strong in intellect and power—which speaks of the desirability of getting rid of the colonies, but I believe such is not the feeling of the statesmen and people of England. I believe it will never be the deliberately expressed determination of the Government of Great Britain. The colonies are now in the transition state; gradually a different colonial system is being developed, and it will become year by year less a case of dependence on our part and of overruling protection on the part of the mother country, and more a case of healthy and cordial alliance."
- 3 (a) Who is the speaker?
- 10 (b) Give in a single paragraph the main ideas in the whole speech from which this extract is taken.
- 8 (c) Explain "transition state"; "colonial system"; "cordial alliance"; "deliberately expressed determination."

3. Name the selection from which each of the following extracts is taken and explain their connection in thought with the whole selection.

- 4 (a) "Their Revolution as we call it was like ours in the  
main, a vindication of liberties inherited and pos-  
sessed."
- 4 (b) "I think then, I should wish to stand  
This evening in that dear lost land  
Over the sea the thousand miles,  
And know if yet that woman smiles  
With that calm smile."
- 4 (c) "And I, the last, go forth companionless.  
And the days darken round me and the years;  
Among new men, strange faces, other minds."
- 4 (d) "The glory of the sum of things  
Will flash along the chords and go."
- 4 (e) "Accept this as a truth, that no evil can affect a good  
man either while he is alive, or after he is dead."

4. "Fade far away, dissolve and quite forget  
What thou among the leaves hast never known:  
The weariness, the fever, and the fret;  
Here, where men sit and hear each other groan;  
Where palsy shakes a few sad last grey hairs,  
Where youth grows pale and spectre-thin, and dies;  
Where but to think is to be full of sorrow  
And leaden-eyed despairs;  
Where beauty cannot keep her lustrous eyes,  
Or new love pine at them beyond tomorrow."

- 4 (a) What is the poet's view of life as shown in this stanza?
- 8 (b) Compare the characteristics of Keat's "Nightingale"  
with those of Shelley's "Skylark."
- 6 (c) Explain palsy, leaden-eyed; despair; fever; lustrous;  
spectre-thin.
- 5 (d) Indicate the various classes of people mentioned in  
the last six lines of the extract. State the common  
fate of each.

5. "They sat them down upon the yellow sand  
Between the sun and moon upon the shore;  
And sweet it was to dream of fatherland,  
Of child, and wife and slave; but evermore  
Most weary seem'd the sea, weary the oar,  
Weary the wandering fields of barren foam.  
Then someone said, 'We will return no more,'  
And all at once they sang, 'Our island home  
Is far beyond the wave; we will no longer roam.' "

- 9 (a) Tell the story upon which this stanza is founded.
- 3 (b) Explain "Between the sun and moon upon the shore."
- 5 (c) Give example of poetical style in the use and arrange-  
ment of words in this extract.

10 6. Give in your own words the story of Rosabelle.

7. "Here by this brook we parted, I to the East  
And he for Italy—too late—too late;  
One whom the strong sons of the world despise,

- For lucky rhymes to him were scrip and share,  
And mellow metres more than cent for cent "
- 7 (a) By whom and under what circumstances were these words spoken?
- 7 (b) Give some account of the person mentioned in the last three lines.
- 6 (c) Is the title of the poem from which this extract is taken a suitable one? Give reasons for your answer.
- 10 8. (a) Quote nine or more lines from *either* of the following:  
(i) In Memoriam.  
(ii) To a Skylark.
- 7 (b) Scan any five of the lines quoted.

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STANDARD V.

## COMPOSITION.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.  
J. C. MILLER, B.Sc.*Values.*

1. "He was sent from school to school, making very little progress in his learning and gaining for himself everywhere the character of an exceedingly naughty boy. One of his masters, it is said, was sagacious enough to prophesy that the idle lad would make a great figure in the world. But the general opinion seems to have been that poor Robert was a dunce if not a reprobate. His family expected nothing good from such slender parts and such a headstrong temper. It is not strange, therefore, that they gladly accepted for him, when he was in his eighteenth year, a writership in the service of the East India Company, and shipped him off to make a fortune or to die of a fever at Madras."
- Discuss this paragraph under the headings:
- 5 (a) Unity and topic sentence.
- 8 (b) Continuity and explicit reference.
- 8 (c) Variety, in (i) length and, (ii) structure of sentences.
- 4 (d) Proportion.
- 10 2. (a) Messrs. Black & Co., of Victoria, advertise for a clerk. Answer their advertisement applying for the position.
- 10 (b) Write an informal note to a fellow pupil inviting him (or her) to a birthday party. (Do not use your own name or address in either (a) or (b).
- 15 3. Explain fully the thought contained in *one* of the following:
- (a) "Vigilance in watching opportunity, tact and daring in seizing upon opportunity, force and persistence in crowding opportunity to its utmost of possible achievement—these are the martial virtues which must command success."—*Phillips*.
- (b) "The darkest day in any man's earthly career is that wherein he first fancies that there is some easier way of gaining a dollar than by squarely earning
-

it. He has lost the clue to his way through this mortal labyrinth and must henceforth wander as chance may dictate."—*Greeley*.

- 40     4. Write a composition of from twenty to thirty lines on ONE of the following topics:
- (a) Be prompt.
  - (b) Railways in Alberta.
  - (c) "Politeness is to do and say  
The kindest thing in the kindest way."
  - (d) "Beautiful faces are they that wear  
the light of a pleasant spirit there,  
It matters little if dark or fair."
  - (e) Narrate some experiences which you have enjoyed  
in hunting, boating, fishing, picnicking, travelling,  
or visiting friends.

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STANDARD V.

GRAMMAR.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.  
P. H. THIBAUDEAU, B.A.

*Values.*

1. The merit of the grantee *whom* he derives from, was *that* of being a prompt and greedy instrument of a *levelling* tyrant, who oppressed all descriptions of his people, *but* who fell with particular fury on everything *that* was great and noble. *Mine* has been in endeavoring to *screen* every *man*, in every class, from oppression, and particularly in defending the high and eminent, *who*, in the bad times of confiscating princes, confiscating chief-governors, or confiscating demagogues, are the *most* exposed to jealousy, avarice, and envy.
- 8     (a) Write in full each subordinate clause, and state its kind and relation.
- 10    (b) Describe the class and construction of the italicized words in the extract.
- 4     (c) Explain co-ordinate clauses and give an example from the first sentence of the extract.
- 6     (d) Classify fully, with reasons, the sentences in the extract.
- 7     (e) Write out the prepositional phrases in the first sentence and tell the kind and relation of each.
- 6     2. (a) Write the plurals of: Knife, brush, chimney, valley, radius, mother-in-law.
- 4     (b) Write the possessive plurals of: lady, child, he, who.
- 5     (c) Write the feminine form of land-lord, hero, nephew, abbot, czar.
- 10    3. (a) Name the tense of each of the following verb phrases: am writing, will be singing, had walked, shall have found, shall have been seeing.
- 10    (b) What is meant by the principal parts of a verb? Give the principals parts of: be, choose, do, lay, lie, sit, rise, raise.

- 8 4. (a) Explain the uses of *shall* and *will*. Give examples.  
 8 (b) Distinguish clearly the following:  
     (i) Differ from, differ with.  
     (ii) Compare to, compare with.  
     (iii) Confide in, confide to.  
     (iv) Between, among.
- 6 5. (a) Write examples in sentences of: indirect object,  
 cognate object, predicate subjective, relative verb,  
 expletive, predicate objective.  
 Underline the example in each case.
- 8 (b) Improve the form of the following where you can,  
 giving a reason for any change made:  
     (i) Are you coming with me? Sure.  
     (ii) Which is the furthest north, Toronto or Halifax?  
     (iii) No sound but their own voices were heard.  
     (iv) This is the man, who I met this morning.

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STANDARD V.

ORTHOEPY AND SPELLING.

TIME—ONE HOUR.

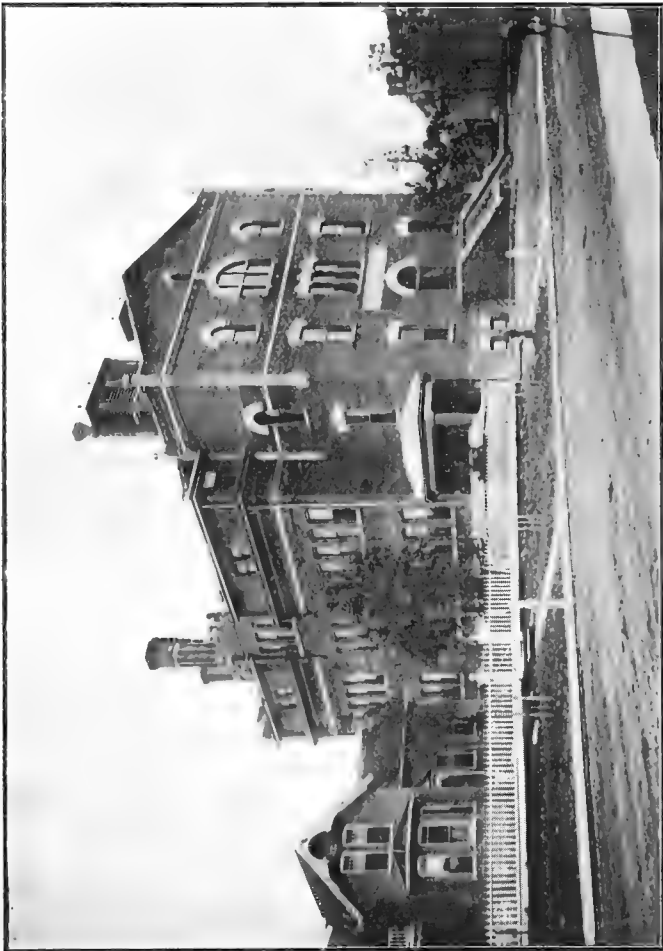
EXAMINERS { C. H. RUSSELL, B.A.  
 P. H. THIBAudeau, B.A.

*Values*

- 30 1. Write the passage dictated by the presiding examiner:  
 (New Canadian Reader, Book V, page 55, "In a long  
 ramble . . . . in the blue highlands.")

*Note:—This is not to be seen by the candidates. It is to be  
 read to them three times; the first time to enable them to  
 gather the meaning; the second time to enable them to  
 write the words; the third time for review. Candidates  
 are not permitted to rewrite the passage.*

- 8 2. Divide the following words into syllables and mark the  
 accents: contrary, hospitable, industry, mischievous,  
 inseparable, recess, peculiarity, program.
- 8 3. Write sentences showing clearly the difference between:  
 minor, miner; canvas, canvass; dessert, desert;  
 compliment, complement.
- 6 4. Give the meanings of the following abbreviations: f.o.b.,  
 e.g., etc., D.V., Ph.D., R.S.V.P.
- 8 5. From each of the following primitives, form two deriva-  
 tives by the use of prefixes or suffixes, and show  
 the force of the prefix or suffix in each case: kind,  
 side, sleep, honest.



SEPARATE SCHOOL, EDMONTON





## STANDARD V.

## ARITHMETIC AND MENSURATION.

TIME—TWO AND ONE-HALF HOURS      EXAMINERS  $\left\{ \begin{array}{l} \text{G. E. ELLIS, B.A.} \\ \text{JOHN ROSS, B.A.} \end{array} \right.$

*Values.*

1. Is there anything wrong with the following:
  - 7      (a)  $.13 \times .7 = .91$ ? If so explain as fully as you can the error.
  - 8      (b) What is a circulating decimal? Name the kinds of such and give examples of each.
- 15    2. A drover bought a number of cows for \$3,150 and sold them for \$3,675, gaining \$7.50 on each cow. Find the selling price per cow.
- 20    3. A merchant bought 250 barrels of apples at \$3.25 per bbl. If 4% of them are spoiled and he sells half of the remainder at an advance of 20% on cost, at what price per bbl. must he sell the rest so that he may just come out even on the transaction, the freight amounting to \$96?
- 20    4. At what rate per cent. will \$745 amount to \$901.45 in three years at simple interest?
- 20    5. In a city where incomes are taxed on all over \$800, a rate-payer whose salary is \$1,500 pays \$10.50 taxes. Find the rate of assessment.
- 20    6. A man bought a quantity of grain for \$6,000. He shipped it to Liverpool, paying  $\frac{7}{8}\%$  on four-fifths of its cost for insurance and \$225 for freight. His agent then sold it, on a commission of  $2\frac{1}{2}\%$ , for \$7,200. Find the man's net gain %.
- 20    7. A tree was broken 51 feet from the top and the broken part fell so that the top end struck the ground 24 feet from the foot. What was the height of the tree?
- 20    8. A room is 16 feet long, 12 feet wide and 9 feet high. If paper is 24 inches wide and the rolls are 15 yards long, how many rolls will have to be bought to paper the walls of the room allowing nothing for waste, doors or windows?

## STANDARD V.

## GEOMETRY.

TIME—TWO HOURS.

EXAMINERS { J. A. SMITH, B.A.  
J. W. BROWN, B.A.*Values.*

- 8      1. (a) Make a drawing of each of the following; write the name on each and explain why you have named each as you have: quadrilateral, parallelogram, trapezoid, circle, sector.
- 7      (b) A man walks five miles due north, then three miles northwest, then four miles due south, and then he goes straight home. What figure does his path enclose? Using a suitable scale, find how far he has walked.
- 7      2. (a) Through a given point C draw a straight line parallel to a given straight line AB. (Use ruler and compasses.)
- 4      (b) Explain your construction in (a).
- 6      3. (a) Bisect a given straight line AB.
- 7      (b) Divide a line AB into five equal parts.
- 7      4. A diagram representing a rectangular plot of ground is 13 in. by 9 in. and is drawn to the scale 1:1760. Express the area of the plot in acres.
- 7      5. A farm is 39 hm. 3m. long, by 27hm., 3 m. 2 dm. wide. Find its area in acres.
- 6      6. (a) Classify triangles according to:
  - (1) Sides.
  - (2) Angles.
- 8      (b) Construct a triangle having given one side and the two adjacent angles.
- 10     7. A fireman has a ladder 50 feet long. He places the foot of the ladder on the pavement of the street and finds it will just reach a window 28 feet above the pavement. Without moving the foot he tips the ladder over against a wall on the other side of the street and finds that it reaches a window 36 feet above the pavement.
  - (a) Using a suitable scale draw a diagram.
  - (b) Find the width of the street.
- 8      8. (a) Draw three circles having their centres in a straight line and each touching a straight line perpendicular to the first. Make the radius of the first  $\frac{1}{2}$  inch long; the radius of the second twice as long as the radius of the first, and the radius of the third  $\frac{1}{2}$  inch longer than the radius of the second.
- 7      (b) Two forts defend the mouth of a river, one on each side; the forts are 4000 yards apart, and their guns

have a range of 3000 yards. Taking one inch to represent a length of 1,000 yards, draw a diagram showing what part of the river is exposed to the fire of both forts.

- 8     **9.** Two roads meet at an angle of  $60^\circ$ . A school house is 240 ft. from one road and 360 ft. from the other. Using a suitable scale locate the school.

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STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS.

EXAMINERS { J. E. LOUCKS, B.A.  
J. W. BROWN, B.A.

*Values.*

- 6     **1.** Write the story of the reign of Alfred the Great under the two heads (*a*) Wars with the Danes; (*b*) Laws made for the good of his kingdom.  
6
- 4     **2.** Give an account of "The Peasant's Revolt." What had the "Black Death" and the "Statute of Laborers" to do with this rising?  
4
- 12    **3.** Write a short biography showing the historical importance of any three of the following: Lanfranc, Simon de Montfort, John Wycliffe, John Hampton, Sir Francis Drake, Lord Roberts.
- 7     **4.** Make notes on, giving the causes more particularly of:  
7        (*a*) The Reformation in England; (*b*) The Crimean War.
- 10    **5.** Contrast the settlements of the French in Canada with those of the English in the New England States.
- 4     **6.** What were the causes of the American War of Independence? Account for the success of the Americans in their struggle for independence.  
2        What treaty closed the war?  
1        Mention some of the most evident effects of this war on Canada.  
4
- 7     **7.** Describe the system of government known as "Royal Government," and explain the system of government under the Constitutional Act of 1791.  
7
- 15    **8.** Write the history of the Prairie Provinces (Manitoba, Saskatchewan and Alberta) under the following heads: Exploration, Red River Rebellion, Riel Rebellion, Autonomy Bill of 1905.

## STANDARD V.

## ALGEBRA.

TIME—TWO HOURS.

EXAMINERS  $\begin{cases} \text{JOHN ROSS, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{cases}$ *Values.*

- 10 **1.** Define and give examples of each of the following: exponent, like terms, homogeneous expression, coefficient and a trinomial.
- 8 **2.** If  $a=1$ ,  $b=2$ ,  $c=3$ ,  $d=4$ , find the numerical value of:  

$$\frac{a+b}{c} + \frac{b+c}{d} - \left( \frac{a}{b} + \frac{b}{a} \right) \left( \frac{1}{a} - \frac{1}{b} - \frac{1}{a+b} \right)$$
- 3.** If  $x$  and  $y$  are numbers, express each of the following in Algebraic symbols:
- 2 (a) The square of the sum of the numbers.
- 2 (b) The difference of the squares of the numbers.
- 2 (c) The cube of the difference of the numbers.
- 4 (d) The sum of the cubes of the numbers divided by the sum of the numbers equals the sum of the squares of the numbers less their product.
- 8 **4.** If  $x=2a$ ,  $-3b+4c$ ,  $y=2b-3a+6c$  and  $z=5c-4a+2b$ , find the value of  $2x-3y-5z$ .
- 8 **5.** Simplify:  

$$\frac{2a-[3b-(a-b)-\{2a-(b-3a)-2b\}-\{4a-(b-a-2b-2a)\}]}{a-2b-2a}.$$
- 6 **6.** Find the product of  $2x^3-3x+7$  and  $3x^2-5x-12$ .
- 8 **7.** Divide  $x^6 + 2x^5 - 4x^4 - 2x^3 + 12x^2 - 2x - 1$  by  $x^2 + 2x - 1$ .
- 8.** Expand each of the following and express the *equalities* in words after expressing them in symbols.
- 1+2 (a)  $(x+y)^2=$
- 1+2 (b)  $(x+y)(x-y)=$
- 1+2 (c)  $(x+y)^3=$
- 1+2 (d)  $(x+y+z)^2=$
- 9.** Solve the following equations:
- 7 (a)  $(x-2)(7-x) + (x-5)(x+3) - 2(x-1) + 12=0$
- 7 (b)  $\frac{3x+5}{8} - \frac{21+x}{2} = 5(x-3)$
- 8 **10.** A father's age is  $2\frac{1}{2}$  times that of his son and in 12 years more the father's age will be 6 years less than twice the age of the son. Find the ages of the father and son.

- 8    **11.** A farmer sold a number of horses at \$150 each, five times the same number less two cows at \$35 each and one-third as many sheep as cows at \$6 each; he received a total of \$2,271 for the lot. How many horses, cows and sheep respectively did he sell?

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STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.  
W. H. THOMPSON, B.A.

*Values.*

- 15    **1.** What are the distinguishing characteristics of each of the five divisions of mankind? What part of the world does each race inhabit?
- 8    **2.** (a) On what does the climate of a place mainly depend? What other conditions modify it?
- 7        (b) Compare the British Isles and Labrador with respect to climate.
- 15    **3.** Draw a map showing the primary highland of the world. On this map indicate: Hong Kong, Vancouver, San Francisco, Valparaiso, Rio Janiero, New York, Quebec, Liverpool, Cape Town.
- 15    **4.** Describe the western highland of North America and show its influences upon the climate and industries of western Canada.
- 15    **5.** Name three British possessions in each of the continents of Asia and Africa, and enumerate the products of any three of those possessions.
- 15    **6.** Draw a map of Alberta and Saskatchewan. Locate the principal rivers, lakes and railway lines. Mark the position of the cities and chief towns.
- 4    **7.** (a) Make a plan of Township 9, Range 8, west of the Fourth Meridian. Number the sections.
- 3        (b) How many miles is it from the southern boundary of this township to the international boundary line?
- 3        (c) In what township and range is the land immediately north-west of the above township?

## STANDARD V.

## NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

EXAMINERS { JAS. C. MILLER, B.Sc.  
J. F. BOYCE, B.A.*Values.*

- 8     **1.** Tell the life story of a pea plant under the following heads:
  - 7       (a) The different stages in its development.
  - (b) Its special needs.
  - Make use of sketches for illustration.
- 6     **2.** (a) Describe the different stages of growth common to insect life referring specially to some common insect.
- 4       (b) In which stage do insects prove most harmful? Suggest good methods for destroying any one of them.
- 5     **3.** (a) State the objections to the plants we call weeds.
- 5       (b) Mention the different ways in which their seeds are carried from one farm or district to another.
- 5       (c) What precautions should be taken to prevent them from spreading?
- 5       (d) Select a familiar weed and tell how to eradicate it.
- 4     **4.** (a) Make a list of the wild birds of Alberta.
- 4       (b) Why do we have game laws?
- 10    **5.** Write a description of any ONE of the following, using sketches for illustration.
  - (1) Wild rose.
  - (2) Anemone.
  - (3) Sun-flower.
- 10    **6.** Write a descriptive note on any ONE of the following and show how it is adapted to its mode of life:
  - (1) Muskrat.
  - (2) Hawk.
  - (3) Grasshopper.
- 5     **7.** Explain the special purpose of each of the following farm operations and mention the special precautions that should be taken in each:
  - 5       (1) Breaking.
  - 5       (2) Ploughing.
  - 5       (3) Harrowing.
  - 5       (4) Manuring.
- 7     **8.** Describe how you would transplant a young tree.

## STANDARD V.

## DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { JAS. C. MILLER, B.SC.  
J. F. BOYCE, B.A.

*Note:—Candidates will use a separate sheet of paper for each drawing.*

*Values.*

- 15    1. Make a complete drawing of the following fruits: a pear, an apple and a bunch of grapes.

*Note:—Give careful attention to (1) arrangement of group, (2) method of developing the drawing, and (3) the shade and shadows.*

- 10    2. Draw from memory any *two* of the following:  
       (a) A familiar wild flower.  
       (b) A domestic animal or pet.  
       (c) A familiar tree.  
       (d) A chair or table.

- 10    3. Make a working drawing of a box. The box is made of inch lumber, is 8 inches deep, 12 inches wide, and 18 inches long, outside measurements and has a simple joint at corners. Scale one-fourth in. to the inch. Use instruments.

- 10    4. Make a sketch of a large book. The book to be open and placed at an angle toward you and a little below the level of the eye.

*Note:—The presiding examiner will place book for candidates.*

- 15    5. Illustrate: Scene from "David Swan," "As if planted on purpose for him, there soon appeared a little tuft of maples with a delightful recess in the midst, and such a fresh bubbling spring that it seemed never to have sparkled for any wayfarer but David Swan. Virgin or not, he kissed it with his thirsty lips, and then flung himself along the brink, pillowing his head upon some shirts and a pair of pantaloons tied up in a striped cotton handkerchief. The sunbeams could not reach him. . . ."

*Or, Draw from memory some pleasing scene with which you are familiar.*

## STANDARD VI.

## ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { C. H. RUSSELL, B.A.  
J. E. LOUCKS, B.A.*Values.*

1. "Roderick! it is a fearful strife,  
For man endowed with mortal life,  
Whose *shroud of sentient clay* can still  
Feel feverish pang and fainting chill,  
Whose eye can stare in stony trance, 5  
Whose *hair can rouse like warrior's lance*, —  
'Tis hard for such a view, unfurled,  
The *curtain of the future world*.  
Yet, witness every quaking limb,  
My *sunken pulse*, mine eyeballs dim, 10  
My soul with harrowing anguish torn,  
This for *my Chieftain* have I borne!—  
The *shapes* that sought my *fearful couch*  
A human tongue may ne'er avouch;  
No mortal man, save he, who, bred 15  
Between the living and the dead,  
Is *gifted beyond nature's law* —  
Had e'er survived to say he saw.  
At length the *fateful answer* came  
In characters of living flame! 20  
Not spoke in word, nor *blazed in scroll*,  
But borne and branded on my soul:—  
Which spills the foremost foeman's life,  
That party conquers in the strife."
- 3 (a) By whom and under what circumstances were the  
words of the above extract spoken?
- 10 (b) Explain clearly the italicized passages.
- 5 (c) Comment on the last two lines, and show to what  
extent this prophecy was fulfilled.
- 6 (d) Describe the metre of the extract, and scan the first  
four lines.
- 18 2. Describe rather fully the condition of Scotland at this  
time as portrayed in the poem, and mention any  
features of the country and of Scottish life that are  
especially adapted to poetic treatment.
- 12 3. Sketch the character of the King of Scotland as indicated  
in the poem.
- 4 4. (a) And, 'What a scene were here,' he cried  
'For princely pomp or churchman's pride!'
- 4 (b) "Not his the mien of Christian priest,  
But Druids, from the grave released,  
Whose hardened heart and eye might brook  
On human sacrifice to look."
- 4 (c) "The fisherman forsook the strand,  
The swarthy smith took dirk and brand,



- With charged cheer, the mower blithe  
 Left in the half-cut swath his scythe;  
 The herds without a keeper strayed,  
 The plough was in mid-furrow stayed."
- 4 (d) "But, not for clan, nor kindred's cause,  
 Will I depart from honor's laws;  
 To assail a wearied man were shame,  
 And stranger is a holy name."
- 4 (e) "Who o'er the herd would wish to reign  
 Fantastic, fickle, fierce, and vain?"
- 4 (f) "These fertile plains, that softened vale,  
 Were once the birthright of the Gael;  
 The stranger came with iron hand,  
 And from our fathers reft the land."
- 4 (g) "She gazed on many a princely port,  
 Might well have ruled a royal court;  
 On many a splendid garb she gazed,—  
 Then turned bewildered and amazed,  
 For all stood bare; and in the room,  
 Fitz-James alone wore cap and plume."
- Explain fully and indicate in some detail the connection  
 in the poem of each of the above extracts.
- 12 5. Describe the ceremony of the Fiery Cross and its use in  
 summoning the clan.
- 16 6. Contrast the characters of Roderick Dhu and Malcolm  
 Graeme.
- 14 7. Give an account of the combat between Roderick Dhu  
 and James Fitz-James.
- 16 8. Quote sixteen lines commencing:  
 "As Chief who hears his warder call," or  
 "Dark lightning flashed from Roderick's eye."
- 10 9. Indicate the part in the story played by Blanche of Devon.

## STANDARD VI.

## ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.  
 JAS. C. MILLER, B.SC.

NOTE.—The candidate will write on *one* of the themes in  
 "A" and on *one* in "B." The test will be based not  
 so much upon the candidate's knowledge of the subject  
 as upon his ability to express his thoughts in good  
 English. Work palpably defective in spelling, writ-  
 ing, punctuation or paragraphing will not be accepted.

*Values.*

## A

- 35 1. The Superstition of Sailors.  
 (The Rime of the Ancient Mariner.)

2. The Tournament at Ashley.
3. A Character Sketch of Rip Van Winkle.
4. Early Struggles with the Indians. (Courtship of Miles Standish.)

## B

- 40 1. Alberta Twenty Years Hence.
2. Railway Extension in Canada.
3. Honor in Athletics.
4. Cheerfulness.  
"Let me be a sunbeam,  
Everywhere I go,  
Making glad and happy,  
Every one I know."

## STANDARD VI.

## BRITISH AND CANADIAN HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A.  
J. W. BROWN, B.A.

*Values.*

- 12 1. Write an account of the Anglo-Saxon people under the following heads: Character, customs, laws, conversion to Christianity.
- 6 2. Narrate the story of the attempted Conquest of Scotland under Edwards I and II.
- 6 State clearly the conditions existing in England and Scotland which made it possible for Edward I to nearly succeed in the Conquest and for Edward II to completely fail.
- 8 3. Explain in detail what is meant by "Ship Money," "The plan called Thorough," "Court of the Star Chamber," "Court of High Commission," and point out what each had to do with the quarrel between King and Parliament which resulted in the "Civil War."
- 6
- 12 4. Write notes on—  
(a) The Indian Mutiny of 1857.  
(b) The Declaration of Independence of the American Colonies.  
(c) The Rebellion of 1837–8, and point out the effect that each of these had on the Imperial Colonial Policy.
- 4 5. State clearly why the United States undertook the war of 1812–14. Sketch a map indicating the battle-fields of 1813.
- 5

- 4        What were the results of the war upon the United States?  
          Upon Canada?
- 15      6. Give biographical sketches of: La Salle, Papineau, Sir  
          Guy Carleton, Lord Selkirk, and Sir John A. Mac-  
          Donald.
- 12      7. Explain fully:  
          (a) Representation by Population.  
          (b) National Policy.  
          (c) Preferential Trade Policy.  
          (d) Manitoba School Question.
- 10      8. Name the different matters over which the (i) Federal  
          government, (ii) Provincial governments have con-  
          trol.

## STANDARD VI.

## GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.  
                  W. H. THOMPSON, B.A.*Values.*

- 2      1. Give a description of British Columbia under the following  
4        heads: (a) position and size; (b) physical features;  
2+4      (c) climate; (d) resources.
- 12      2. Draw an outline map of the British Isles. State the im-  
          portance of each of the following and locate them  
          on your map: London, Liverpool, Dundee, Man-  
          chester, Cardiff, Glasgow, Belfast, Edinburgh.
- 12      3. Using the chief commercial products as a basis, into what  
          regions can you divide Canada? Show how the  
          commercial products of each region are related to  
          the character of the country.
- 4      4. (a) If the axis of the earth were vertical, how would this  
4        affect the length of our day and night? Give reasons.  
4        (b) Explain as clearly as you can the cause of seasons.  
4        (c) Find the difference in time between two places, one  
          of which is 25 degrees west longitude and the other  
          32 degrees west longitude.
- 3      5. Discuss India under the following heads: (a) Rainfall;  
3+4+2      (b) River systems; (c) Agriculture; (d) Seaports.
- 10      6. Explain what is meant by: relative humidity of the air,  
          latent heat, magnetic pole, stalactites, chinook  
          wind.
- 10      7. Advance a theory regarding the cause of earthquakes,  
          In what regions do earthquakes occur most fre-  
          quently? Why? Refer to some instances.

- 10     8. What is dew? Account for the variation in its formation: (a) during clear and cloudy nights; (b) upon hill-tops and in valleys.
- 10     9. What are the main factors determining the distribution of life in water and on land? Show how these types of life adapt themselves to climatic surroundings.

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STANDARD VI.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS { G. E. ELLIS, B.A.  
                  JOHN ROSS, B.A.

*Values.*

- 19     1. In a regiment consisting of English, Irish, and Scotch, two-fifths of the regiment was Irish, three-tenths Scotch; but after 200 Irish and 250 Scotch were added the English formed nine-fortieths of the regiment. Find the original strength of the regiment.
- 18     2. If air is .00129206 times as heavy as water find the weight in grams of the air in a room 25 metres long, 16 metres wide, and 10 metres high. (1 c.cm. weighs 1 gram.)
- 19     3. I bought a house for \$6,400 and spent a sum equal to  $12\frac{1}{2}\%$  of the cost in repairing it. It was assessed at  $\frac{3}{4}$  of its cost price; the rate being 15 mills on the dollar. What monthly rent should I get to have a clear income of  $10\%$  on the total outlay?
- 19     4. By selling goods at a certain price per lb. I would lose  $20\%$ . What per cent. would it be necessary to advance the selling price in order to gain  $30\%$ ?
- 18     5. Canada imported in 1 year 12,215 gross of lead pencils at a cost of \$1.70 per gross. Find the total duty paid, there being a specific duty of 40c. per gross and an ad valorem duty of  $20\%$ .
- 19     6. A commission merchant received a consignment of 500 bbls. of apples. He sold them at \$2.50 per bbl. and after deducting his commission, invested the balance in sugar at 4c. per lb. He charged  $2\%$  on sales and  $1\frac{1}{2}\%$  com. on purchases. How much sugar did he send to his employer?
- 19     7. The area of a circle is 3850 square feet and the area of a sector of the same circle is 1540 sq. feet. Find the length of the arc of the sector (i) in degrees, (ii) in feet.
- 19     8. A offers for a house \$2,100 payable at the end of 3 years; B offers \$455 cash and \$455 at the end of each year for 3 years. C offers \$1,600 cash. Money being worth 8 per cent. and interest compounded each year, which of these offers is best and how much better is it than the others?

## STANDARD VI.

## ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { JOHN ROSS, B.A.  
G. E. ELLIS, B.A.*Values.*

- 6 1. (a) From the sum of  $(a-b)x - (b-c)y + (c-a)z$  and  $bx + cy - z$  take the sum of  $(b-c)x + y + z$  and  $(c+1)x - 2cy + (c-1)z$ .
- 6 (b) Simplify and collect terms in the following:  

$$4a - [2b - \{3a - (6b - 2a - 3b - 5a) - (4a - 5b) - 6b\} - (3a - 7b) - 4a] - 6b.$$
- 6 2. Divide  $27x^3 - 343y^3 - 729z^3 - 567xyz$  by  $3x - 7y - 9z$ .
- 6 3. Divide the product of  $x^2 - x - 2$  and  $2x^2 + x - 1$  by  $2x^2 - 5x + 2$ .
- 6 4. Solve the equation:—  

$$\frac{1}{12}(2x-3) - \frac{1}{5}(3x-2) = \frac{1}{8}(4x-3).$$
- 6 5. The simple interest on  $\frac{1}{3}$  a sum of money for one year at 4% is \$149.80 less than the simple interest on  $\frac{1}{2}$  the sum at 5% for the same time. Find the sum.
- 8 6. Solve:—  

$$\begin{cases} \frac{2x-3y}{6} + \frac{x}{3} = 8 \\ \frac{7y-3x}{2} - y = 11 \end{cases}$$
- 9 7. Solve:—  

$$\begin{cases} 7x-3y=30. \\ 9y-5z=34. \\ x+y+z=33. \end{cases}$$
- 8 8. A number is such that the units digit is greater by unity than twice the tens digit; and if the order of the digits be reversed the new number thus formed will be less by 4 than twice the original number. Find the original number.
- 3 9. Factor each of the following:—  
 3 (a)  $ab - b^2 - a + b$ .  
 3 (b)  $28x^2 + 23x - 15$ .  
 3 (c)  $4a^2 + 9b^2 - 16c^2 - 12ab$ .  
 3 (d)  $729x^3 + 512y^3$ .  
 3 (e)  $4x^4 - 37x^2y^2 + 9y^4$ .  
 3 (f)  $(a-2b)^3 - (2b-c)^3$ .
- 6 10. Find by factoring, the H.C.F. of  $3x^3 - 3x^2y + xy^2 - y^3$  and  $4x^3 - x^2y - 3xy^2$ .

- 6    **11.** Find the H.C.F. of:—  
 $x^3+2x^2-9x-4$  and  $3x^3+10x^2-13x-20$ .
- 8    **12.** Find the L.C.M. of:—  
 $a^2-b^2+c^2+2ac$ ,  $a^2+b^2-c^2+2ab$  and  $b^2+c^2-a^2+2bc$ .
- 6    **13.** Simplify:—  

$$\frac{a^2-ab}{a^3-b^3} + \frac{ab+b^2}{a^3+b^3} + \frac{2a^2b}{a^4+a^2b^2+b^4}$$
- 6    **14.**         $\frac{1}{x-y} - \frac{x}{x^2-y^2}$   

$$\frac{x}{xy+y^2} - \frac{y}{x^2+xy}$$
- 6    **15.** Solve the equation:—  

$$\frac{4}{x+1} + \frac{5}{x+2} = \frac{12}{x+3}$$
- 8    **16.** The number 24 is divided into two such parts that the square on one part is 36 less than ten times the square on the other part. Find the two parts.

## STANDARD VI.

## BOOK-KEEPING.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.  
J. A. SMITH, B.A.*Values.*

- 9    **1.** Explain clearly the following: Negotiable paper, collateral security, lien note, certified cheque.
- 5    **2.** (a) Write a draft containing the following particulars:  
Date, June 12, 1909; amount, \$800; time, at sight;  
payee, W. Brown; drawer, C. Jones; drawee, A. Scott.
- 5        (b) Give the entries made in their respective journals by the payee, drawer and drawee.
- 5    **3.** (a) Explain the three methods of depositing money in a bank.
- 6        (b) Rule and make out a deposit slip for the following:  
July 8, 1909, deposited in the Bank of Montreal,  
10 \$1 bills, 6 \$4 bills, 5 \$10 bills, and one cheque,  
\$328.15.

4. June 1, 1909. A. Davis commenced business in Winnipeg, investing as follows:—Cash \$1,750; deposit in Bank of Montreal, \$1,500; merchandise, \$3,500; D. Kemp's note, face value \$500, present value \$525.
- June 2.—Bought from R. W. Howes, merchandise amounting to \$650; gave in payment his (A. Davis') note at 60 days for \$400 and cash for balance. Sold C. Wright, merchandise amounting to \$246; received as payment in full, his note at 90 days for \$250. Sold J. Brown, merchandise amounting to \$400; received in payment cash \$200 and a draft at 60 days on A. Smith for the balance.
- June 3.—Had C. Wright's note, of the 2nd inst., discounted at the Bank of Montreal, and proceeds (\$247) placed to his (A. Davis') credit. Paid for advertising by cheque, \$45. Sold R. Hyslop, on his note at 30 days, merchandise amounting to \$525. Had R. Hyslop's note discounted at the bank, proceeds (\$521) received in cash.
- June 4.—Prepaid the note given R. W. Howes on the 2nd inst. by cheque on Bank of Montreal for \$394. Withdrew from the business for private use, cash \$100. Lost by fire, merchandise amounting to \$250. Cash sales, \$125.
- June 5.—Bought from R. McInnis, merchandise amounting to \$350; accepted his draft at 90 days in payment for the full amount. Paid taxes by cheque on the Bank of Montreal for \$80.
- Inventory.—Merchandise unsold, \$3,120.
- 13 (a) Journalize the above items.
- 12 (b) Post these in the ledger.
- 8 (c) Close the ledger.
- 12 (d) Make out a statement of losses and gains, resources and liabilities.

## STANDARD VI.

## BOTANY AND AGRICULTURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { JAS. C. MILLER, B.SC.  
J. F. BOYCE, B.A.

*Values.*

- 10 1. (a) Write a note on "Buds" under the following heads:  
(1) Structure. (2) Kinds. (3) Arrangement. (4)  
Covering. (5) Vernalion.
- 2 (b) Explain two methods of determining the age of a  
young branch of a tree.
- 4 (c) Explain the action of the chief enemies of buds.
- 5 2. (a) What is the special function of leaves in the life pro-  
cess of the plant?
- 5 (b) Show how in nature they have adapted themselves  
to do their work effectively.

- 5 (c) What are some of the things that prey upon the leaf?  
How do they attack it and what means have we of  
getting rid of them?
- 5 3. (a) Name two plants belonging to EACH of the following  
families: Ranunculaceæ, Cruciferæ, Leguminosæ.  
Rosaceæ, Liliaceæ.
- 5 (b) Describe fully one plant belonging to the Leguminosæ  
family.
- 5 (c) Describe fully one plant belonging to the Cruciferæ  
family.
- Note.*—In your descriptions make special note of features  
that are characteristic of the family.
4. Describe what you would consider a satisfactory and  
attractive lawn for a cottage home, located on  
grounds 100 feet by 150 feet, telling —
- 4 (a) How best to prepare the ground.
- 2 (b) What grass to sow? Why?
- 4 (c) What flowers, shrubbery and trees you would use  
and how you would arrange them?
- 2 (d) How to protect the lawn in the winter time.
- Note.*—Use sketches to aid you in presenting your plan.
- 6 5. (a) Give reasons why Alberta needs more railroad  
facilities and better country and city roads.
- 7 (b) Describe fully what you consider to be the best method  
of making a satisfactory country road, or a satis-  
factory city road.
- 8 6. What breed of horses is best suited for (1) heavy work,  
(2) saddle work, (3) fast driving, (4) general purpose  
work? Give reasons for your choice.
7. A farmer must consider three important principles if his  
work is to prove successful.
- 7 (1) The soil must be properly prepared for the seed.
- 7 (2) The plant food taken from the soil by former crops  
must be gradually restored or ultimate exhaustion  
of the soil will result.
- 7 (3) He must not permit other plants to interfere with  
the growth of those he is cultivating.
- State fully what you would do in order that each of these  
essential conditions of success might be secured.

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#### STANDARD VI.

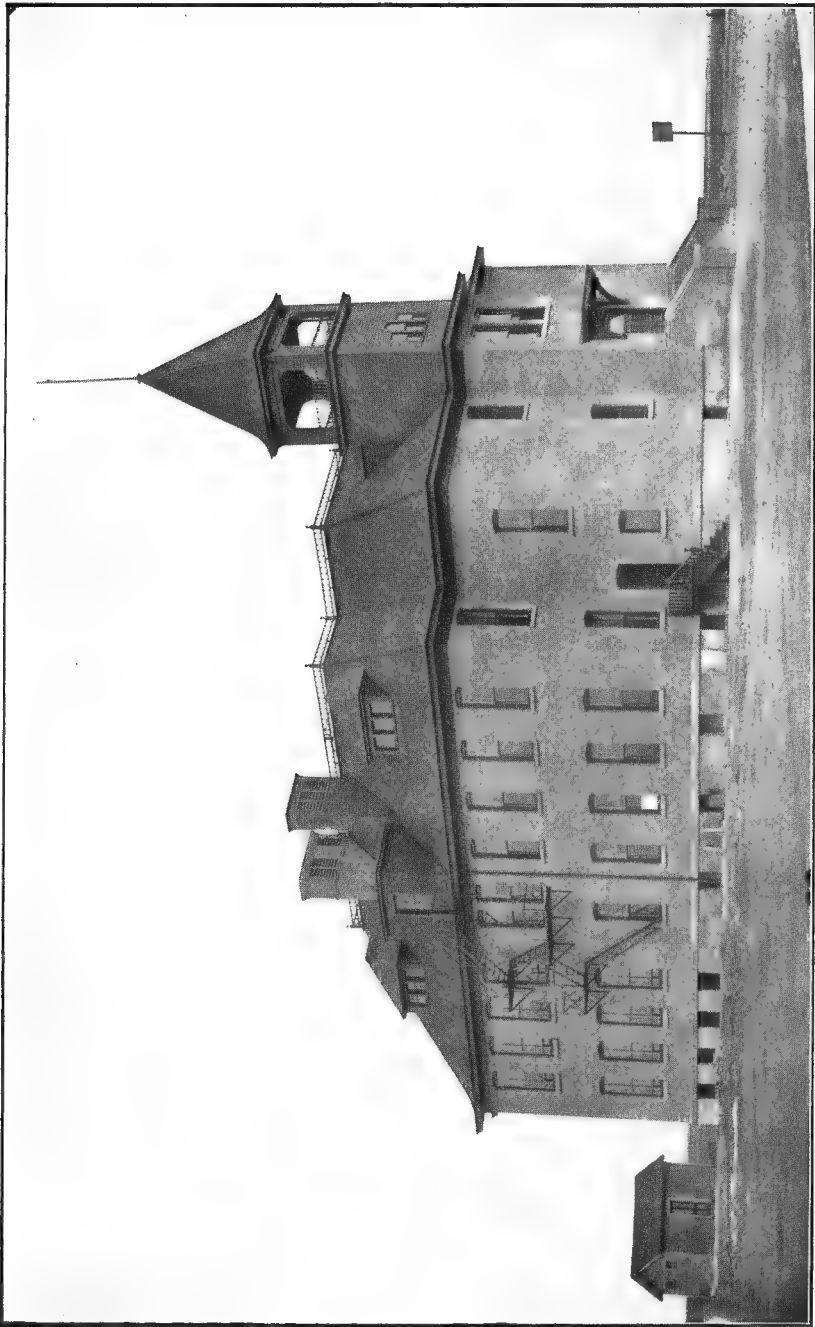
#### PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.  
W. H. THOMPSON, B.A.

#### Values.

- 1 1. (a) Why is it convenient to use a scale in measuring?
- 3 With the aid of simple drawings, explain the correct  
method of using a scale.





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- 1 (b) For what purposes are calipers employed? Explain  
6 how to use the common caliper. Illustrate by a  
drawing.
- 4 (c) Describe a simple method of measuring the volume  
of an egg.
- 4 2. (a) Explain the general nature of force.
- 5 (b) Name the common manifestations of force and give  
a brief explanation of each.
- 4 (c) State and illustrate the principle of universal gravi-  
tation.
- 6 (d) Whether could you throw a ball higher on the earth  
or on the moon? Explain.
- 6 3. (a) Write concise notes on the *impenetrability*, *porosity*  
and *limit of divisibility* of matter.
- 5 (b) State the molecular theory of the constitution of  
matter.
- 5 (c) Show how this theory accounts for any three of the  
following: (i) The incompressibility of a liquid,  
(ii) The expansibility of a gas, (iii) The porosity of  
matter, (iv) Adhesion, (v) The solution of a solid in  
a liquid.
- 2 4. (a) Explain the terms *fundamental* and *derived* units.
- 4 (b) State how the metric units of volume and mass are  
derived from the unit of length.
- 6 5. (a) Describe, and tell how to use, the common hydro-  
meter. State the underlying principle upon which  
the usefulness of the hydrometer depends.
- 4 (b) A hydrometer floats with three-fifths of its volume  
submerged when floating in water, and two-thirds  
of its volume submerged when floating in another  
liquid. What is the density of this liquid?
- 3 6. (a) Under what conditions may crystals be formed?
- 5 (b) Write a note on amorphous and crystalline structure.  
Give three examples of each.
- 7 (c) What proportions make:—  
(i) Copper useful for wire, for coins?  
(ii) Slate useful for roofing, for school use?  
(iii) Steel useful for knife blades, carriage springs?  
(iv) Putty useful for fixing in window panes?
- 7 7. Using a diagram, describe the construction and explain  
the principle of action of ONE of the following:—  
(i) A force pump, (ii) A siphon, (iii) a hammer  
operated by compressed air.
- 3 8. (a) State the laws of capillarity.
- 9 (b) Illustrate each law by an experiment, stating your  
observations and conclusions. Use diagrams.

## STANDARD VI.

## DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.  
J. C. MILLER, B.Sc.

NOTE.—Use drawing paper, sheets of convenient size without folding for the examination envelope, one sheet for each drawing.

*Values.*

- 10    **1.** Represent a barrel on its side at an angle toward you the end broken open and apples spilled out.
- 10    **2.** Draw a decorative design suitable for one of the following, crayons or colors may be used:
  - (a) A blackboard border.
  - (b) A cushion cover.
  - (c) A colored glass window.
  - (d) A book cover.
- 15    **3.** Draw a tea-tray, grouping on it harmoniously, a tea-pot, a cup and saucer.
- 10    **4.** A school yard is 200 feet by 240 feet. Make a plan of ornamentation (scale 40 feet to 1 inch), showing trees, flowerpots, walks and part of the fence to show its design.
- 15    **5.** Make a simple action drawing of ONE of the following:
  - (a) A pitcher, catcher or batter in a baseball match.
  - (b) A barefoot boy.
  - (c) An animal running.

## STANDARD VI.

## \*PEDAGOGY.

- 1.** (a) State the chief considerations that should guide a teacher in the construction of a time-table for an ungraded school. Give the uses of a time-table.  
(b) Make out a time-table for a school with Standards I to IV.
- 2.** Discuss the ends to be attained by moral instruction. How is this instruction to be imparted?
- 3.** Why, to what extent, and in what ways should a teacher concern himself with the games and recreations of her pupils?
- 4.** Discuss at some length the natural incentives. Why are they to be preferred to artificial incentives?

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\* Persons whose third class certificates have expired and whose teaching has been favorably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. Describe your method of teaching a poem to an advanced standard, with reasons for the order of the work. Illustrate by reference to a particular poem. Indicate the work, if any, you would have the pupils do for themselves.
6. (a) Describe somewhat fully the educational values of history.  
(b) Outline a lesson on the government of Alberta to Standard IV, *or* one on land tenures (feudal, freehold, leasehold, seigniorial) to Standard III.
7. (a) Discuss "the school means of language and how to use them."  
(b) Explain how you would teach the *preposition*.
8. (a) Enumerate the values of recording observations in geography and nature study. How would you conduct such work?  
(b) Make out a suitable chart for records of weather in Standard II.
9. Explain your methods of teaching fractions in Part I. Illustrate with  $\frac{1}{2}$  and  $\frac{1}{4}$ .
10. How do you conduct the study of soils, their origin, their formation, composition and classification, in Standard III?

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#### STANDARD VII.

#### ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS  $\left\{ \begin{array}{l} \text{P. H. THIBAudeau, B.A.} \\ \text{J. C. MILLER, B.Sc.} \end{array} \right.$

NOTE.—The candidate will write on ONE of the themes in "A" and on ONE in "B." The test will be based not so much upon the candidate's knowledge of the subject-matter as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.

#### A.

*Values.*

35

- (1) The visit of Sir Kenneth to the convent of Engaddi, (The Talisman).
- (2) A Miser's Treasure. (Silas Marner).
- (3) Sohrab and Rustum, a Character Sketch.
- (4) "Man's Word is God in Man." (Idylls of the King).

## B.

- 40 (1) The earthquake in Southern Italy.  
 (2) The Western or Pacific coast route as an outlet for Alberta's products.  
 (3) The Confederation of South Africa.  
 (4) Cheerfulness.  
 "It was only a sunny smile,  
 And little it cost in the giving,  
 But it scattered the night,  
 Like the morning light,  
 And made the day worth living."

## STANDARD VII.

## ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { J. E. LOUCKS, B.A.  
J. A. SMITH, B.A.*Values.*

- 6 1. Describe at length the introduction of the supernatural in the *Ancient Mariner*. What was the purpose of Coleridge in introducing this element into the poem?
- 8 2. Give at least three examples of (a) Archaic expression, (b) Imitative harmony, (c) Middle rhyme, (d) Alliteration, in the *Ancient Mariner*.
- 2 What style of poetry was Coleridge attempting to imitate?
- 4 Give an estimate of his success in this attempt.
- 6 3. What use did Coleridge make of the "Wedding Guest" throughout the poem?
- 12 4. "Wordsworth is pre-eminently a poet of Nature." Amplify this statement and illustrate fully from "Nutting," "The Tables Turned," and "Three Years she Grew."
5. Give an exact interpretation of the thought, indicate the poem from which taken and establish closely the connection of the following passages:
- 4 (a) "There is a comfort in strength of love;  
'Twill make a thing endurable, which else  
Would overset the brain, or break the heart."
- 4 (b) "Nor less I deem that there are Powers  
Which of themselves our minds impress;  
That we can feed this mind of ours  
In a wise passiveness."
- 4 (c) "The stream will not flow, and the hill will not  
rise,  
And the colors have all passed away from her eyes."
- 4 (d) ".....the melody  
Of this small lute gave ease to Petrarch's wound."

6. Scan (a), (b) and (c) above, indicate the metre used in each case and use these extracts as the basis of a note on Wordsworth's metre in general.

- 7 7. Quote *any one* of the following:  
 (a) "Two voices are there."  
 (b) "Earth hath not anything."  
 (c) "Milton, thou shouldst."  
 (d) "Scorn not the sonnet."  
 3 Give in your own words the substance of the sonnet that you quote.  
 1 Define a sonnet and use your own quotation to illustrate your definition.  
 3 Comment on Wordsworth's success, or failure, as a writer of sonnets.

8. Stern Daughter of the Voice of God!

O Duty! If that name thou love  
 Thou art a light to guide, a rod  
 To check the erring, and reprove;  
 Thou, who art victory and law  
 When empty terrors overawe;  
 From vain temptations dost set free;  
 And calm'st the weary strife of frail humanity!

There are those who ask not if thine eye  
 Be on them; who, in love and truth,  
 Where no misgiving is, rely  
 Upon the genial sense of youth:  
 Glad Hearts! without reproach or blot;  
 Who do thy work and know it not:  
 Oh! If through confidence misplaced  
 They fail, thy saving arms dread Power around them cast.

Serene will be our days and bright,  
 And happy will our nature be,  
 When love is an unerring light,  
 And joy its own security.  
 And they a blissful course may hold  
 Even now, who, not unwisely bold,  
 Live in the spirit of this creed;  
 Yet seek thy firm support, according to their need.

I, loving freedom, and untried;  
 No sport of every random gust,  
 Yet being to myself a guide,  
 Too blindly have reposed my trust;  
 And oft, when in my heart was heard  
 Thy timely mandate, I deferred  
 The task, in smoother walks to stray:  
 But thee I now would serve more strictly, if I may.

Through no disturbance of my soul,  
 Or strong compunction in me wrought,  
 I supplicate for thy control;  
 But in the quietness of thought:

Me this unchartered freedom tires;  
 I feel the weight of chance desires;  
 My hopes no more must change their name.  
 I long for a repose that ever is the same.

Stern Lawgiver! Yet thou dost wear  
 The Godhead's most benignant grace;  
 Nor know we anything so fair  
 As is the smile upon thy face.  
 Flowers laugh before thee on their beds,  
 And fragrance in thy footing treads;  
 Thou dost preserve the stars from wrong; [strong.  
 And the most ancient heavens through thee are fresh and

To humble functions, awful Power!  
 I call thee: I myself commend  
 Unto thy guidance from this hour;  
 Oh, let my weakness have an end!  
 Give unto me, made lowly wise,  
 The spirit of self-sacrifice;  
 The confidence of reason give;  
 And in the light of truth thy bondman let me live!

- 7 (a) State in a phrase, or short sentence, the subject of each stanza.
  - 8 (b) Make a careful literary analysis of the poem indicating clearly the ethical teaching throughout.
  - 12 9. "The Merchant of Venice" contains a main plot and two counterplots. Outline each and show how the counterplots are made tributary to the main plot.
  - 10 10. "Shylock is intensely human and could not have acted otherwise considering the training and treatment he had received." Follow his part throughout the play and prove, or disprove, the truth of the above statement.
  - 10 11. Give a careful synopsis of the Trial Scene, stating clearly the arguments used by Portia to secure the acquittal of Antonio.
  - 4 12. (a)....."Pray thee, take pain  
To allay with some cold drops of modesty  
Thy skipping spirit;"
  - 4 (b) "The ancient saying is no heresy,  
Hanging and wiving go by destiny."
  - 4 (c) "Fast bind, fast find,  
A proverb never stale in thrifty mind."
  - 4 (d) "Live thou, I live; with much, much more dismay  
I view the fight than thou that makest the fray."
- Name the speakers of each of the above extracts and tell exactly the connection in which the words were used.



## STANDARD VII.

## GENERAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.  
J. C. MILLER, B.Sc.

*Values.*

- 15    1. Show clearly the part played by the Hebrews, Phoenicians and Greeks in the civilization of the world.
- 15    2. Describe: (a) the causes, (b) the chief battles, (c) the results of the first Punic War.
- 12    3. Comment upon the origin and influences of chivalry.
- 15    4. State clearly the causes that led to the downfall of the Feudal System.
- 12    5. Indicate the nature of Imperial control over Canada.
- 13    6. Write a brief note on the distribution of legislative powers under a federal union.
- 18    7. What are the main features that give strength and stability to the Canadian form of government?

## STANDARD VII.

## ENGLISH GRAMMAR AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. A. SMITH, B.A.  
P. H. THIBAudeau, B.A.

*Values.*

Easily may faith admit that all  
The good which we enjoy from Heaven descends;  
But that from us *ought* should ascend to Heaven  
So *prevalent* as to concern the mind  
Of God high-blest; or to include his will,  
*Hard* to belief may seem. Yet this will prayer,  
Or one short sigh of human breath, upborne  
*Even* to the seat of God. For, since I sought  
By prayer the offended Deity to appease,  
*Kneeling* and before him humbled all my heart,  
*Methought* I saw him *placable* and mild,  
*Bending* his ear; persuasion in me grew  
That I was heard with favor; peace returned  
*Home* to my breast, and to my memory  
His promise that thy seed shall bruise our Foe;  
*Which*, then not minded in dismay, yet now  
Assures me that the bitterness of death  
Is past, and we shall live.

- 20    1. Write out in full each of the subordinate clauses. State the kind and relation of each.

- 16    **2.** State clearly the function of the italicized words.
- 6    **3.** (a) Give the chief ways in which words change in meaning.  
       Illustrate by examples.
- 6    (b) How does a derived word differ from an inflected word?  
       Give illustrations.
- 14    **4.** Write grammatical notes on the italicized words in the  
       following sentences:  
       (a) The messenger comes *running*.  
       (b) He struck me a *blow*.  
       (c) They sang themselves *hoarse*.  
       (d) It fell a long *distance*.  
       (e) He came *long* after I had gone.
- 8    **5.** Explain what is meant by Sequence of Tenses. Illustrate.
- Our age is retrospective. It builds the sepulchres of the fathers. It writes biographies, histories and criticism. The foregoing generations beheld God and Nature face to face; we, through their eyes. Why should not we also enjoy an original relation to the universe? Why should not we have a poetry and philosophy of insight and not of tradition, and a religion by revelation to us, and not the history of theirs? Embosomed for a season in Nature, whose floods of life stream around and through us, and invite us, by the powers they supply, to action proportioned to Nature, why should we grope among the dry bones of the past, or put the living generation into masquerade out of its faded wardrobe. The sun shines today also. There is more wool and flax in the fields. There are new lands, new men, new thoughts. Let us demand our own works and laws and worship.
- 26    **6.** Make a rhetorical examination of this paragraph under  
       the following headings:
- 8    (a) The central thought and its rhetorical amplification.
- 4    (b) Type of composition.
- 6    (c) Qualities of style and their intimate dependency on  
       each other.
- 6    (d) The effect of figurative language.
- 6    (e) The relation of the first, and of the last sentence to  
       the paragraph.

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## STANDARD VII.

## GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { J. A. SMITH, B.A.  
               J. W. BROWN, B.A.

*Values.*

- 4    **1.** (a) Discuss the two methods of proof used by Euclid:  
       Superposition and Reductio ad Absurdum.
- 5    (b) Prove by superposition that two squares are equal in  
       area if a side of one is equal to a side of the other.

Values.

- 3 (c) Quote the enunciations of two propositions in which the Reductio ad Absurdum method of proof is used.
- 8 2. (a) If two sides of a triangle are unequal, the angles opposite them are also unequal, the greater angle being opposite the greater side.
- 7 (b) Of two straight lines drawn from the same point in a perpendicular to a given straight line, cutting off unequal segments, the more remote is the greater.
- 9 3. (a) Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.
- 7 (b) Describe a triangle equal in area to a given pentagon.
- 8 4. Construct a triangle, having given the perimeter and the angle at the base.
- 8 5. (a) In every triangle, the square on the side subtending an acute angle is less than the square on the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle.
- 4 (b) Show clearly that Proposition I, 47, is a particular case of (a).
- 2 (c) Enunciate the converse of (a).
- 7 (d) If one angle of a triangle be equal to two-thirds of a right angle the square on the opposite side is less than the sum of the squares on the sides containing that angle by the rectangle contained by these sides.
- 7 6. If a straight line AB be bisected in C and produced to D so that the square on AD is three times the square on CD, and if CB be bisected in E, prove that the square on ED is three times the square on EB.
- 8 7. (a) The angle at the centre of a circle is double the angle at the circumference standing on the same arc.
- 8 (b) If Euclid's definition of an angle did not limit the magnitude of the angle, show how (a) could be used in abbreviating the proofs of the following propositions.
  - (i) The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.
  - (ii) An angle in a semi-circle is a right angle.
- 9 8. (a) If two chords of a circle cut one another within the circle, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.
- 6 (b) State and prove the converse of (a).
- 7 (c) Two circles intersect in A and B and through any point in their common chord two chords are drawn, one in each circle; show that their four extremities lie in the circumference of a circle.

Values.

- 8     9. Let the diameter BA of a circle be produced to P, so that AP equals the radius; through A draw the tangent AED, and from P draw PEC touching the circle at C and meeting the former tangent at E; join BC and produce it to meet AED at D; prove the triangle DEC equilateral.

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STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS.

EXAMINERS { C. E. RUSSELL, B.A.  
J. F. BOYCE, B.A.

Values.

- 10     1. Write a note on the general characteristics and importance of the Marine Protozoa.
- 3     2. (a) What is the origin of *adaptations*?
- 8        (b) Give several examples of adaptations for (i) securing food, (ii) self-protection.
- 3        (c) Account for vestigial organs. Give examples.
- 8     3. (a) Give an account of the communal life of ants. What are the advantages of it?
- 6        (b) Mention several instances of gregariousness among the higher animals and indicate the advantage of the habit in each case.
- 10     4. Explain fully what is meant by protective resemblance, variable protective resemblance, warning coloration, alluring coloration, mimicry, giving examples of each.
- 2        Discuss the origin of mimicry.
- 5     5. (a) Explain reflex action, instinct, reason.
- 6        (b) Write notes on (i) climatic instincts, (ii) play instincts.
- 13     6. Give an account of the home-making habits and the care for their young shown by (a) the spiders, (b) the mammals.
- 7     7. (a) Name and define the boundaries of the seven great faunal areas of the land-surface of the world.
- 4        (b) Discuss the chief barriers to the distribution of animals.
- 4        (c) Describe briefly the stream most likely to contain the greatest variety of animal life.
- 5     8. Give the causes of "the struggle for existence" and show its three-fold character.
- 6        Explain fully what is meant by "natural selection."

## STANDARD VII.

## ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS { G. E. ELLIS, B.A.  
JOHN ROSS, B.A.*Values.*

- 10    1. Calculate to seven decimal places the difference between  $\sqrt{\frac{1}{2}}$  and  $\frac{7}{10} + \frac{7}{885}$ .
- 16    2. A man received \$495 as dividend at  $4\frac{1}{2}\%$  on his bank stock. He sold 40 shares (\$100) at 142 5-8 and the remainder at 143  $\frac{1}{2}$ , paying  $\frac{1}{4}\%$  brokerage. What were the nett proceeds of the sale?
- 17    3. The Empire Fire Insurance Co. charges an average rate of  $1\frac{1}{4}\%$  for insurance for a term of one year; its agents are allowed a commission equal to 15% of the premium; expenses of management—such as office rent, printing, etc.,—amount to \$7,400 per year; fire losses for the year equal 44% of the total premium. What must be the total amount at risk in order that the company's receipts for a year may exceed its disbursements by \$4,900?
- 17    4. A merchant bought an amount of tea at the rate of 8 lbs. for \$5 and sold half of it at the rate of 5 lbs. for \$3 and found he was losing money. He then sold the remainder at 3 lbs. for \$2 and gained \$1 on the whole transaction. Find the amount of tea bought and the loss % in selling the first half.
- 17    5. Smith and Jones form a co-partnership in business for 2 years. Smith at first contributed \$3,000 to the joint capital and at the end of 12 months put in \$1,500 more. Jones at first put in \$3,500 but at the end of 15 months he withdrew \$1,000. At the end of the first 12 months they admit Miller into the firm, he contributing \$2,250. How should their profit of \$1,248 be apportioned?
- 17    6. A merchant settled with his creditors by paying them 48 cents on the dollar, and had \$3,000 left. Had they seized his entire effects and sold them they would have received 56 cents on the dollar after paying the costs which would amount to  $6\frac{3}{4}\%$  of the value of the effects. Find the full amount of the merchant's indebtedness.
- 8    7. (a) A right-angle triangle has its two legs 7 feet and 24 feet respectively. Find the length of the perpendicular let fall from the right angle on the hypotenuse.
- 8    (b) A semi-circle is described on the hypotenuse of the triangle in (a) as diameter so as to include the triangle. Find the area of the semi-circle outside the triangle.

*Values.*

- 7 8. (a) The radius of a circle is 126 inches. Find the length of a tangent to the circle drawn from a point 130 inches from the centre.
- 8 (b) Find the side of the largest square that can be described in a circle 12 5-6 feet in circumference.

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## STANDARD VII.

## ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { JOHN ROSS, B.A.  
G. E. ELLIS, B.A.*Values.*

- 5 1. (a) Prove that  $x^m \times x^n = x^{m+n}$ .
- 6 (b) Find meanings for  $a^m$ ,  $a^o$  and  $a^{\frac{p}{q}}$  consistent with the index law.
- 5 2. (a) Find the product of  $x^{2a-3b+4c}$ ,  $x^{2b-3c+4a}$ ,  $x^{2c-3a+4b}$ ,  
 $x^{-3a-3b-3c}$
- 6 (b) Find the square root of:  
 $x^8 - 4x^7 + 10x^6 - 20x^5 - 44x^3 + 35x^4 + 46x^2 - 40x + 25$ .
3. Solve the equation  $ax^2 + bx + c = 0$ .
- 6 (a) Showing full work.
- 6 (b) If  $m$  and  $n$  are roots of the equation  $x^2 + px + q = 0$ , find the value of  $m^4 + m^2n^2 + n^4$  in terms of  $p$  and  $q$ .
- 8 4. The length and breadth of a rectangle are respectively  $2x + 13$  and  $2x - 4$  and its diagonal is represented by the number 53. Find the numbers representing its length and width.
- 6 5. (a) Extract the square root of  $27 + 10\sqrt{2}$
- 5 (b) Find the numerical value of  $2x^2 - 6x + 9$  when  $x^2 = 7 + 4\sqrt{3}$
- 7 6. Solve:  $\begin{cases} 2x^2 + 3xy = 8. \\ y^2 - 2xy = 20. \end{cases}$
- 7 7. Solve:  $x^2 + (x-2)(x-3) + \sqrt{2x^2 - 5x + 6} = 6$ .
- 8 8. Find the price of oranges per dozen such that by giving 4 less for one dollar the price would be raised 10 cents per dozen.

*Values.*

- 8 9. A line 15 inches long is divided into 2 parts such that the square on one part is equal to three times the square on the other part. Find the lengths of the parts.

3 × 4 10. Factor:

- (a)  $(a^2 - 5a)^2 + 10(a^2 - 5a) + 24$ .  
 (b)  $a^6 - b^6 + a^4 + b^4 + a^2b^2$ .  
 (c)  $a^3 + b^3 + c^3 + 3a^2b + 3ab^2$ .  
 (d)  $x^3 + y^3 + z^3 - 3xyz$ .

- 6 11. (a) Find the L.C.M. of  $2x^3 + 9x^2 + 7x - 3$  and  $3x^3 + 5x^2 - 15x + 4$ .

- 6 (b) Prove that the L.C.M. of any two quantities equals their product divided by their H.C.F.

8 12. Simplify

$$\frac{x}{x-a} - \frac{x}{x+a} - \frac{\frac{x+a}{x-a} - \frac{x-a}{x+a}}{\frac{x+a}{x-a} + \frac{x-a}{x+a}}$$

- 9 13. A boat's crew rows down a river 27 miles and back again in 12 hours. The rate of the stream is 3 miles per hour. Find the rate of rowing in still water.

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## STANDARD VII.

### PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.  
W. H. THOMPSON, B.A.

*Values.*

- 6 1. (a) Describe an experiment to illustrate the buoyant force of a liquid upon a solid. Give an explanation of buoyant force.  
 3 (b) A body whose volume is 2.4 c. cm. weighs 4.2 g. Find its weight when five-sixths of its volume is immersed in water.  
 5 (c) Describe how you would find the specific gravity of common salt.  
 6 2. (a) Using a simple diagram, describe in detail the operation of Bramah's Press.  
 5 (b) By referring to (a), explain what is meant by force, work, potential and kinetic energy, stress.

- 5    **3.** (a) By means of an experiment, prove that a material  
          medium is necessary for the transmission of sound.  
2       (b) Explain the principle of speaking tubes.  
4       (c) A person standing between two tall buildings, on one  
          of which a bell is ringing, seemingly hears two  
          bells. Explain.
- 7    **4.** (a) Describe simple experiments to prove the existence  
          of nodes and loops in a vibrating string. Show the  
          relation of these nodes to the overtones in the note  
          produced.  
4       (b) Distinguish consonance and resonance. Illustrate by  
          reference to musical instruments.  
5       (c) Describe the harp or the horn and how it is manipu-  
          lated by a player.
- 6    **5.** (a) Given the necessary supplies, describe fully how you  
          would construct a mercurial thermometer.  
3       (b) Describe briefly, or draw, a differential thermometer,  
          and mention the purpose for which it is used.
- 6    **6.** (a) Show the importance in the economy of nature of  
          evaporation, latent heat of fusion of ice, convection  
          currents.  
6       (b) Give an experiment, recording your observations and  
          conclusions, to illustrate radiation of heat. Offer an  
          explanation of the phenomena of radiation.
- 6    **7.** (a) Describe how to make a simple pin-hole camera. Ex-  
          plain the characteristics of the image formed in it  
          and how it is formed.  
5       (b) Make a diagrammatic drawing to show how the image  
          of a simple luminous object is formed in a plane  
          mirror. Explain lateral inversion.
- 3    **8.** (a) Distinguish refraction and dispersion of light. Give  
          examples.  
3       (b) Give the theory which accounts for the dispersion of  
          light.  
5       (c) An object is blue in sunlight, while in lamplight it  
          seems black. Explain. What is its real colour?  
          Explain.
- 6    **9.** (a) Describe an experiment to illustrate magnetic in-  
          ductions. Record your observations and conclusions.  
6       (b) Draw, or describe, the apparatus necessary for electro-  
          typing, and explain the process.  
4       (c) Write concise notes on—(i) "Induction precedes  
          attraction," (ii) the prevention of polarization.
- 5    **10.** (a) Tell how to make a powerful electro-magnet. Indicate  
          the importance of the electro-magnet in the practical  
          applications of electricity.  
9       (b) Using a diagram, explain the construction and action  
          of the telephone.



## STANDARD VII.

## CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.  
C. H. RUSSELL, B.A.

*Values*

- 8     **1.** (a) Classify reactions, and by discussing an example of each type, make clear the distinctions among them.
- 2         (b) Account for the sudden formation of great numbers of ice crystals in a vessel of water that has been standing at a temperature below freezing point.
- 3         (c) Tell how to get a lump of alum into solution in water most quickly. Explain the effect of each step in your process.
- 6     **2.** (a) Explain and illustrate: chemical equilibrium, catalyser, ignition, temperature, slow oxidation.
- 5         (b) State the Law of Conservation of Mass. Give two opposite apparent exceptions to this law, and account for each.
- 15    **3.** Give an account of the chemistry of hydrogen under the following heads: (i) Occurrence, (ii) Preparation, (iii) Properties, (iv) Uses, (v) Test.
- 8     **4.** (a) The percentage composition of water may be shown by analysis or by synthesis. Indicate briefly one of these methods, and describe in detail (with drawings of apparatus) the other.
- 6         (b) Account for the presence of organic impurities in water. Explain how they may be (i) detected, and (ii) removed or destroyed.
- 9     **5.** (a) Describe the physical differences of the allotropic forms of carbon, and enumerate the uses of each form.
- 7         (b) Describe the preparation of carbon dioxide. Give its commercial uses. How would you test for this substance?
- 7         (c) Write a note on the hydrogen compounds of carbon.
- 7     **6.** (a) Describe the industrial preparation of ammonia.
- 4         (b) Enumerate the commercial uses of ammonia.
- 5         (c) Describe the construction and operation of the ammonia refrigerator.
- 3     **7.** (a) State the Law of Reacting Weights. Illustrate.
- 4         (b) The formula weight of a gas is represented by  $C_2H_4$ . Calculate its density, (i) taking air as the standard, (ii) taking hydrogen as the standard. [22.4 l. of air at  $0^\circ C.$  and 760 mm. weighs 28.97 g.]
- 7     **8.** (a) Give the method of industrial preparation of nitric acid.
- 7         (b) Name and give the formulæ of the oxides of nitrogen. Describe the preparation and properties of any one of these.

- 12 9. Describe and account for the phenomena observable when—
- (a) Zinc is treated with nitric acid.
  - (b) Sal ammoniac is heated on a sheet of mica.
  - (c) Freshly cut potassium is exposed to the air.
  - (d) Hydrochloric acid is poured on common salt.
  - (e) A jet of hydrogen sulphide is played on a silver coin.
  - (f) A strip of paper soaked in turpentine is placed in a jar of chlorine.

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STANDARD VII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

Values

20 1. Translate:

“Quod ubi Caesar animadvertit, naves longas, quarum et species erat barbaris inusitatior et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et ad latus apertum hostium constitui atque inde fundis, sagittis, tormentis hostes propelli ac submoveri iussit; quae res magno usui nostris fuit. Nam et navium figura et remorum motu et inusitato genere tormentorum permoti barbari constiterunt ac paulum modo pedem rettulerunt. Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret: ‘Desilite,’ inquit, ‘milites, nisi vultis aquilam hostibus prodere: ego certe meum rei-publicae atque imperatori officium praestitero.’ Hoc cum voce magna dixisset, se ex navi proiecit atque in hostes aquilam ferre coepit. Tum nostri cohortati inter se, ne tantum dedecus admitteretur, universi ex navi desiluerunt. Hos item ex proximis primis navibus cum conspexissent, subsecuti hostibus appropinquareunt.”

- 1 (a) “Quod . . . . advertit.” What is the usual construction?
- 5 (b) “Desilite . . . . praestitero.” Change from oratio recta to oratio obliqua.
- 3 (c) Account for the case of: quod, cunctantibus, legioni.
- 1 (d) Distinguish between *navis longa* and *navis oneraria*.

20 2. Translate:

“Erat una cum ceteris Dumnorix Aeduus, de quo ab nobis antea dictum est. Hunc secum habere in primis constituerat, quod eum cupidum rerum novarum, cupidum imperii, magni animi, magnae inter Gallos auctoritatis cognoverat. Accedebat huc, quod iam in concilio Aeduum Dumnorix dixerat sibi a Caesare regnum civitatis deferri; quod dictum Aedui graviter ferebant, neque recusandi aut deprecandi causa legatos ad Caesarem mittere audebant. Id factum ex suis hospitibus Caesar cognoverat. Ille omnibus primo precibus petere contendit ut in Gallia relinqueretur, partim quod insuetus

navigandi mare timeret, partim quod religionibus sese diceret impediri. Posteaquam id obstinate sibi negari vidit, omni spe impetrandi adempta, principes Galliae sollicitare, sevocare singulos hortarique coepit uti in continenti remanerent; metu territare, non sine causa fieri ut Gallia omni nobilitate spoliaretur: id esse consilium Caesaris, ut quos in conspectu Galliae interficere vereretur, hos omnes in Britanniam transductos necaret: fidem reliquis interponere, iusiurandum poscere, ut quod esse ex usu Galliae intellexissent communi consilio administrarent. Haec a compluribus ad Caesarem deferrebantur."

- 2 (a) "De quo . . . dictum est." To what is reference made in this extract?
- 6 (b) Parse the following words, accounting for case, tense, or mood: eum, deferri, diceret, sibi (negari), territare, deferrebantur.
- 2 (c) Give a brief outline of the events that took place between Caesar's first and second invasion of Britain.

25 3. Translate:

Tempus erat, quo prima quies mortalibus aegris incipit, et dono divom gratissima serpit.  
in somnis, ecce, ante oculos, maestissimus Hector visus adesse mihi, largosque effundere fletus, 271  
raptatus bigis, ut quondam, aterque cruento pulvere, perque pedes traiectus lora tumentes.  
hei mihi, qualis erat! quantum mutatus ab illo Hectore, qui redit exuvias indutus Achilli, 275  
vel Danaum Phrygios iaculatus puppibus ignes! squalentem barbam, et concertos sanguine crines, vulneraque illa gerens, quae circum plurima muros accepit patrios. ultro flens ipse videbar compellare virum, et maestas expromere voces: 280  
'o lux Dardaniae, spes o fidissima Teucrum, quae tantae tenuere morae? quebus Hector ab oris expectate venis? ut te post multa tuorum funera, post varios hominumque urbisque labores defessi aspicimus! quae causa indigna serenos 285  
foedavit vultus? aut cur haec vulnera cerno? ille nihil, nec me quaerentem vana moratur, sed graviter gemitus imo de pectore ducens, 'heu! fuge, nate dea, teque his,' ait, 'eripe flammis. hostis habet muros, ruit alto a culmine Troia. 290  
sat patriae Priamoque datum. si Pergama dextra defendi possent, etiam hac defensa fuissent. sacra suosque tibi commendat Troia Penates; hos cape fatorum comites; his moenia quaere magna, pererrato statuas quae denique ponto,' 295  
sic ait, et manibus vittas Vestamque potentem aeternumque adytis effert penetralibus ignem.

- 2 (a) Scan lines 268 to 273 inclusive.
- 3 (b) Parse: traiectus, expectate, possent.
- 5 (c) Write brief notes on Hector, Achilli, Pergama, Penates, Vestam.
- 5 (d) Point out the figures of speech that are to be found in this extract, and discuss their use and beauty.

## STANDARD VII.

## LATIN GRAMMAR, PROSE AND SIGHT TRANSLATION.

TIME—TWO HOURS AND ONE-HALF.

*Values*

- 10    **1.** Give the Latin nouns corresponding to the following, with their genitive singular and gender in each instance: field, chieftain, judge, name, time, journey, old man, sea, harbour, republic.
- 6    **2.** Give three Latin words from the root *fug-*, and three from *reg-*, with the meanings in each instance.
- 6    **3.** Decline in combination through both numbers the Latin words for: the same broad river.
- 6    **4.** (a) Give the comparison of the Latin adjectives corresponding to: deep, wise, beautiful, difficult, good, large.
- 6        (b) Form the Latin adverbs from these adjectives, and give the comparison of the adverbs thus formed.
- 10    **5.** (a) Give the principal parts of the Latin verbs corresponding to: stand, remain, see, write, slay, flee, come, feel, set out, die.
- 6        (b) Write the Latin forms for: you (pl.) can, they had stood, he prefers, thou art borne, of going, we remember.
- 5    **6.** Translate into Latin: A man rather fond of talking. At the beginning of the summer. More diligence. A tower twenty feet high. Each of you two.
7. Translate into Latin:
- 3        (a) They returned in great haste from the province to Rome.
- 3        (b) Your brother promised that he would teach us all these things.
- 4        (c) The consul did not think he ought to join battle in so unfavourable a position.
- 3        (d) There is nothing dearer to the greater part of mankind than liberty.
- 6        (e) Having drawn up his battle-line, the general in a few words urged his men to be of good courage.
- 4        (f) He decided to wait at Corinth till the fleet could assemble.
- 6        (g) If you had not come to our assistance, we should have perished.
- 16    **8.** Translate into English:  
 Interea P. Sulla, quem Caesar castris praefecerat, certior factus de periculo harum cohortium, auxilio quam celerime venit cum legionibus duabus; cujus adventu facile sunt repulsi Pompeiani, neque vero conspectum aut impetum nostrorum tulerunt. Sed nostris ne longius

hostes prosequerentur Sulla imperavit. Plerique existimant, si acrius insequi voluisset, bellum eo die potuisse finiri; at consilium ejus reprehendendum non videtur. Aliae enim sunt legati partes, aliae imperatoris, et Sulla, a Caesare castris praesidio relictus, suis periculo liberatis, hoc fuit contentus, neque proelio decertare, voluit, ne imperatorias sibi partes sumpsisse videretur.

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STANDARD VII.

FRENCH AUTHORS.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

17 1. Translate into English:

C'est une bien petite histoire, qui m'a été contée par Yves,—un soir où il était allé en rade conduire, avec sa canonnière, une cargaison de condamnés au grand transport en partance pour la Nouvelle-Calédonie.

Dans le nombre se trouvait un forçat très âgé (soixante-dix ans pour le moins), que emmenait avec lui, tendrement, un pauvre moineau dans une petite cage.

Yves, pour passer le temps, était entré en conversation avec ce vieux, qui n'avait pas mauvaise figure, paraît-il,—mais qui était accouplé par une chaîne à un jeune monsieur ignoble, guoailleux, portant lunettes de myope sur un mince nez blême.

Vieux coureur de grands chemins, arrêté, en cinquième ou sixième récidive, pour vagabondage et vol, il disait: "Comment faire pour ne pas voler, quand on a commencé une fois,—et qu'on n'a pas de métier, rien,—et que les gens ne veulent plus de vous nulle part? Il faut bien manger, n'est-ce pas? Pour ma dernière condamnation, c'était un sac de pommes de terre que j'avais pris dans un champ, avec un fouet de roulier et un giraumont. Est-ce qu'on n'aurait pas pu me laisser mourir en France, je vous demande, au lieu de m'envoyer là-bas, si vieux comme je suis?"

- 4 (a) *Un pauvre moineau, un jeune monsieur ignoble.* Write these French phrases in the plural.  
 4 (b) *Emmenait, commencé, manger, envoyer.* Give the third singular past definite and the third singular present subjunctive of these verbs.  
 2 (c) *Se trouvait.* Write in full the past indefinite.

4 2. Translate into English:

Le vase où meurt cette verveine  
 D'un coup d'éventail fut fêlé;  
 Le coup dut effleurer à peine.  
 Aucun bruit ne l'a révélé.

- 4 Mais la légère meurtrissure,  
Mordant le cristal chaque jour,  
D'une marche invisible et sûre  
En a fait lentement le tour.
- 4 Son eau fraîche a fui goutte à goutte.  
Le suc des fleurs s'est épuisé;  
Personne encore ne s'en doute,  
N'y touchez pas, il est brisé.
- 5 (a) Quote the remaining stanzas of this poem, and give  
the French title and the author's name.
- 2 (b) Express in a sentence or two the thought of the poem.
- 14 3. Translate into English:  
Madame Perrichon.—Maintenant que nous voilà de  
retour, j'espère que tu vas prendre un parti... Nous  
ne pouvons tarder plus longtemps à rendre réponse à  
ces deux jeunes gens... deux prétendus dans la maison  
.....c'est trop!.....  
Perrichon.—Moi, je n'ai pas changé d'avis.....j'aime  
mieux Daniel!  
Madame Perrichon.—Mais l'autre.....l'autre t'a  
sauvé.  
Perrichon.—Il m'a sauvé! Toujours le même refrain!  
Madame Perrichon.—Qu'as-tu à lui reprocher? Sa  
famille est honorable, sa position excellente.....  
Perrichon.—Mon Dieu! je ne lui reproche rien.....  
je ne lui veux pas à ce garçon!  
Madame Perrichon.—Il ne manquerait plus que ça!  
Perrichon.—Mais je lui trouve un petit air pincé.  
Madame Perrichon.—Lui!  
Perrichon.—Oui, il a un ton protecteur.....des  
manières..... il semble toujours se prévaloir du petit  
service qu'il m'a rendu .....  
Madame Perrichon.—Il ne t'en parle jamais!  
Perrichon.—Je le sais bien! mais c'est son air! son air  
me dit: Hein? sans moi?.....C'est agaçant à la longue.
- 4 (a) *Deux prétendus*. Sketch the character of each.
- 8 (b) *Vas,—pouvons,—veux,—sais*. Give the third plural  
future indicative and the third singular present  
subjunctive of these verbs.
- 10 4. Translate into English:  
Daniel.—Eh bien! monsieur Perrichon vous a pris  
tout doucement en grippe.  
Armand.—J'en ai bien peur.  
Daniel.—Et pourtant vous lui avez sauvé la vie. Vous  
croyez peut-être que ce souvenir lui rappelle un grand  
acte de dévouement? Non! il lui rappelle trois choses:  
Primo, qu'il ne sait pas monter à cheval; secundo, qu'il  
a eu tort mettre des éperons, malgré l'avis de sa femme;  
tertio, qu'il a fait en public une culbute ridicule. ....  
Armand.—Soit, mais.....  
Daniel.—Et comme il fallait un bouquet à ce beau  
feu d'artifice, vous lui avez démontré, comme deux et

- deux font quatre, que vous ne faisiez aucun cas de son courage, en empêchant un deuil. . . . . qui n'aurait pas eu lieu.
- 4 (a) Write in French: "Seven times three are twenty-one," "twelve times sixteen are one hundred and ninety-two."
- 4 (b) *Rappellez, faisiez*. Give in full the imperative of these verbs.
- 10 5. Translate the idioms: Nous serons huit ou dix à table.—Ça ne fait rien du tout.—Le roi lui fit donner pour boire.—Vous prétendiez être Français.—Qu'est-ce qu'il y a encore?—Savez-vous ce que c'est que le premier juillet?—Mon pere a manqué de se tuer.—Et sans monsieur Armand qui venait d'arriver. . . . . —Ça ne tient pas à mes éperons.—De quoi s'agit-il?

### FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

Values

#### I.

- 5 1. Give the plural of *chapeau, cheval, sou, nez, madame* and feminine of *ancien, blanc cher, neuf, vieux*.
- 5 2. When is the English *some* translated into French by (a) *des*, (b) *de*, (c) *quelques*? Give one French example for each case you mention.
- 5 3. How is the pronoun *what* translated in French as subject or object of a verb? Give examples.
- 5 4. State the chief rules for the agreement of the past participle in French. Illustrate.
- 5 5. Make a list of the disjunctive personal pronouns. Show their chief uses by French examples.
- 5 6. What are the two main rules for the use of tenses in conditional sentences? Give an example of each.

#### II.

30 Translate into French:

1. Do you like the lillies of the valley better than pinks? Yes, they are the prettiest flowers in the garden.
2. There she is now on the way to school. In the street she met some girl friends.

3. What an interesting story the master told! They all listened to it attentively.
4. Is she not ready? Oh yes, she got up and dressed at once.
5. We shall buy you some when we go to the confectioner's.
6. What kind of weather was it? The sun was shining but it was cool.
7. They want you to wait for them. They are trying on the dresses they like.
8. We used to live in Germany. We like Canada and already speak English well.
9. How warm these gloves are! These are mine and those on the chair are yours.
10. She did not see anyone bowing to her.

## III.

- 20 Translate into French:

Last winter I was in St. Petersburg. People do not venture into the street in very cool weather. But I decided to make my rounds as usual. All went well for a while. Then I found myself before a *moujik* who rushed upon me and began to wash my face with snow. I did not look upon this as a joke and I dealt him a blow. Soon two others held my arms and I called loudly for help. An officer explained to me in French that they were doing me a great service. My nose was frozen. And the officer bent down for a handful of snow to rub his own nose. "I must run after my man then and reward him for his kindness," I said. I can assure you that I did not lose sight of my nose after that.

## IV.

- 20 Translate into English:

Germain avait un coeur de père aussi tendre et aussi faible que celui d'une femme. La mort de la sienne, les soins qu'il avait été forcé de rendre seul à ses petits, aussi la pensée que ces pauvres enfants sans mère avaient besoin d'être beaucoup aimés, avaient contribué à le rendre ainsi, et il se fit en lui un si rude combat, d'autant plus qu'il rougissait de sa faiblesse et s'efforçait de cacher son malaise à la petite Marie, que la sueur lui en vint au front et que ses yeux se bordèrent de rouge, prêts à pleurer aussi. Enfin il essaya de se mettre en colère; mais, en se retournant vers la petite Marie, comme pour la prendre à témoin de sa fermeté d'âme, il vit que le visage de cette bonne fille était baigné de larmes, et, tout son courage l'abandonnant, il lui fut impossible de retenir les siennes, bien, qu'il grondât et menaçât encore.

—*George Sand.*



## STANDARD VII.

## GERMAN AUTHORS.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

*Values*

1. Translate into English:

Es war nach der Schlacht von Champigny, in der die Wuertemberger sich so brav und tapfer gehalten hatten und nur von der Uebermacht zurueckgedraengt wurden. Da wird bei uns zum Avancieren geblasen. Meine Kompagnie muszte ausschwarmen, und ich suchte mir Deckung, dasz ich bequem schieszen konnte. "Jetzt gilt's, Jungens," sagte unser Hauptmann, als die Franzosen immer mehr heraus kamen, "die muessen aufgehalten werden, bis die Kameraden heran sind. Schieszt zu, was das Zeug halten will." Ich schuette meine Patronen vor mich hin, alle rechts, dasz ich nur so zugreifen brauche und schiesze los. Da kommen aber immer mehr Franzosen heraus, dem Oberst wird die Sache bedenklich, und er laeszt zum Zurueckgehen blasen. Ich hoere das-denke aber: "Einpacken die Patronen all'ist nicht angenehm, und liegen lassen das liebe Gut kannst du auch nicht—also du laszt den Kerl blasen und bleibst hier und verschieszest deine Patronen, dann kannst du dich immer noch auf die Hacken machen."

- 4 (a) Decline throughout singular and plural:

*unser Hauptmann,—dem Oberst.*

- 1 (b) *Da wird . . . geblasen.* What is the subject?

- 3 (c) Give the 1st person singular perfect indicative of *schieszen,—herauskamen,—liegen.*

2. Translate into English:

- 5 Kennst du das Land, wo die Citronen bluehn,  
Im dunkeln Laub die Golderangen gluehn,  
Ein sanfter Wind vom blauen Himmel weht,  
Die Myrte still und hoch der Lorbeer steht?  
Kennst du es wohl?

Dahin! Dahin!

Moecht, ich mit dir, o mein Geliebter, ziehn,

Kennst du das Haus? Auf Saeulen ruht sein Dach,  
Es glaenzt der Saal, es schimmert das Gemach,  
Und Marmorbilder stehn und sehn mich an:  
"Was hat man dir, du armes Kind, gethan?"  
Kennst du es wohl?

Dahin! Dahin!

Moecht' ich mit dir, o mein Beschuetzer, ziehn.

- 4 (a) Quote the remainder of the poem.  
2 (b) Give the title, the author's name and the title of the work in which the poem occurs.  
2 (c) State briefly the thought of the poem and its relation to the poet's own feelings.

## 3. Translate into English:

Am Fusze des Thorsteins auf einer Waldlichtung lag die Foersterei, in welcher der alte Henner hauste, Schwesgemut sasz er auf der Steinbank vor der Theur, under der gefleckte Schweiszhund, der sich nicht weit davon niedergelegt hatte, blinzelte zuweilen nach seinem Herrn hinueber. Er Haette seine Teilnahme gern durch eine stumme Liebkosung an den Tag gelegt, aber er fand es geratener, dem uebelgelaunten Mann nicht nahe zu kommen. Der Alte war unzufrieden mit sich selbst und wollte es doch nicht eingestehen. Er haette einen Finger darum gegeben, wenn er den mit dem Forstgehilfen geschlossenen Pakt wieder rueckgaengig haette machen koennen, denn es war ihm jetzt klar, dasz sein Kind einen unbesiegbaren Widerwillen gegen Witsch hatte, und wenn er sich damit zu troesten suchte dasz Abneigung oft im Ehestand in Zuneigung verkehrt werde, so wuenschte er doch im Grund seines Herzcns, Witsch moege die Kleeblattprobe nicht bestehen.

- 3 (a) *Er haette . . . gegeben, verkehrt werde . . . moege . . . bestehen.*  
 . . . bestehen. Explain the mood and tense of  
 . . . bestehen. *haette, werde, and moege* respectively.
- 6 (b) Decline throughout singular and plural, *der gefleckte Schweiszhund, eine stumme Liebkosung.*
- 2 (c) Write in full the imperative of *geben*.

## 15 4. Translate into English:

Wenn der Meister und die Gesellen zum Bier und auf die Kegelbahn gingen, blieb ich am liebsten daheim, legte mich auf die Ofenbank und las eine Raeubergeschichte oder sonst ein lehrreiches Buch, und das that ich auch an jenem Nachmittage. Über dem Lesen aber war ich eingeschlafen, und richtig kommt die Drude wieder zu mir, und sie sah aus wie ein huebsches, dralles Weibsbild. Ich ermuntere mich und reibe mir die Augen, aber die Drude verschwindet nicht, sondern hebt an zu sprechen: "Will Er nicht so gut sein und mir einen Flecken auf den Schuh setzen?"

Sie zog den Schuh aus, und ich ging an die Arbeit. Dabei erzaelhte sie mir, dasz sie aus der Hauptstadt gekommen sei und in einer Weiszzeughandlung arbeite, dasz sie niemanden im Staedtchen kenne u. s.w. u.s.w. Der Schaden am Schuh war bald ausgebessert, und wie isch keine Bezahlung verlangte, laechelte sie wie Maiensonne, drueckte mir die Hand, und weg war sie.

- 1 (a) *Am liebsten.* Give the other degrees of comparison for this.
- 1 (b) *U.s.w.* Expand this abbreviation.
- 6 (c) Give the 2nd singular present indicative of *las,-einge,-schlafen,-zog . . . aus*, and the 3rd singular imperfect subjunctive of *hebt an,-verschwindet* and *kenne*.

## 5. Translate the idioms: Wie aengstlich wird mir's heute zu Mut.—Eigentlich geschieht es ihm ganz recht.—Gieb acht, uns steht etwas bevor.—Ich gebe dir schoenen

Dank dazu.—Hals ueber Kopf ist sie heimgelaufen.—  
 Von *der* Zeit an ging er in sich.—Das liesz er sich  
 nicht zweimal sagen.—Er machte sich sofort auf die  
 Sohlen.—Heda! weisst du was?—Ich mache mir  
 kein Gewissen daraus . . . .

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STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT  
 TRANSLATION.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

I.

*Values*

- 5    1. Give the gender of the following substantives, assigning  
       the rule in each case:  
       *Fingerhut, Landschaft, Winter, Canada, Lilie.*
- 5    2. Distinguish *three* uses of *der* in German and give examples  
       of each.
- 5    3. What is the distinction between a *weak* and a *strong* verb?  
       Name the principal parts of a verb. How are the  
       future indicative and the imperfect subjunctive  
       formed?
- 5    4. Name the German prepositions which govern both the  
       dative and the accusative. Distinguish clearly the  
       use of these cases, giving examples.
- 5    5. State the uses of *all* and *ganz* and give illustrative examples.
- 5    6. Distinguish separable and inseparable verbs in German.  
       Show by examples the conditions under which  
       separation takes place.

II.

- 30    Translate into German:
1. The city of Ottawa is the capital of Canada. What is the  
       capital of Switzerland?
2. The stranger we met would not wait for George.
3. Have you all you need? I have something important to  
       order.
4. If she had not been ill, she would have come.
5. He is not believed because he once told an untruth.
6. This yellow ribbon is too long, please cut a little of it off  
       for me.

7. Tell me, if you please, how these hard words are written in German.
8. What kind of a dog did the huntsman lose? It was a larger dog than ours.
9. When was the weather coldest? On the eighteenth of February, nineteen hundred and seven.
10. Do you know French? No, but I should like to be able to speak it.

## III.

Translate into German:

Two boys are sitting on hard wooden chairs before a table. They hate their lessons for they do not want to read and write. Naturally they prefer the fresh air and bright sunshine; and they can hear the voices of their comrades as the latter pass under the windows. One hour more to sit and work!

How different it was in the good old times! Their grandmothers did not have to pore (brueten) over books. They did not write their names but simply made a cross.

And yet there were good schoolmasters in those days. But many people thought they might lose their souls if they had too much learning. So an old grandmother would sometimes stroke a lad's hair and say that people asked too much of children nowadays. Their parents had not studied mathematics and Latin and their lives had been useful indeed. Was the grandmother right or wrong?

## IV.

Translate into English:

20

Der Prinz von Wales hat das offene, heitere Gesicht, die breite Figur, die runden Formen und den Humor des altenglischen Landedelmanns. Das Wort: "Nothing like a good joke" (nichts geht ueber einen guten Spasz), welches Karl II so oft im Munde fuehrte, besitzt auch auch Geltung bei ihm. Er sucht mit Vorliebe lustige Gesellschaft auf und verbreitet Heiterkeit, wohin er kommt. Als er im Jahre 1873 die Wiener Weltausstellung in Begleitung seiner Schwester Victoria und seines Schwagers, des deutschen Kronprinzen, besuchte, brachte er vor einigen deutschen seiner Schwester Victoria und seines Schwagers, des deutschen Kronprinzen, besuchte brachte er vor einigen ausgestellten Gemaelde[n] durch humoristische Bemerkungen seine Begleiter derart in's Lachen, dasz diese den Saal verliesen, um nicht aufzufallen. Wie die Cavaliere des lustigen Altengland, sucht er dem Leben die heiterste, glaenzendste Seite abzugewinnen und genieszt froehlich, was der Augenblick ihns bietet.

—Illustrirte Frauen-Zeitung.

## STANDARD VIII.

## ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.  
J. C. MILLER, B.SC.

*Values*

NOTE.—Candidates will write on one topic in Group “A” and one in Group “B.”

## A.

- 40    1. The Trial of Warren Hastings.
2. “Nature never becomes a toy to a wise spirit. The flowers, the animals, the mountains, reflected the wisdom of his best hour, as much as they had delighted the simplicity of his childhood.”—*Emerson*.
3. “There are two elements that go to the composition of friendship, each so sovereign, that I can detect no superiority in either. . . . One is Truth. The other . . . is Tenderness.”—*Emerson*.
4.        “Great deeds cannot die;  
They with the sun and moon renew their light  
For ever, blessing those that look on them.”—*The Princess*.
5. “She . . . sought far less for truth than power  
In knowledge, something wild within her breast,  
A greater than all knowledge, beat her down.”—*The Princess*.

## B.

1. Britain’s Navy, her strength and security.  
“God bless the narrow sea which . . .  
. . . . keeps our Britain, whole within herself,  
A nation yet.”
- 35    2. Aerial Navigation.
3. The Suffrage for Women.  
“ . . . . . Ourselves are full  
Of social wrong; and maybe wildest dreams  
Are but the needful preludes of the truth.”

## STANDARD VIII.

## ENGLISH LITERATURE.

(Shakespeare and Milton.)

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A.  
J. A. SMITH, B.A.

*Values*

1. "We have thought so much of Milton's strength and sublimity that we have ceased to recognize what is also true, that he, of all English poets, is by nature the supreme lover of beauty." (Dr. Henry Van Dyke.)
    - 7 (a) Justify this statement illustrating from *L'Allegro* and *Il Penseroso*.
    - 5 (b) "*Il Penseroso* represents the thoughtful not necessarily the unhappy man." Explain clearly.
  2. "Vice is a monster of so frightful mien,  
As to be hated needs but to be seen."
    - 2 (a) How does Milton's representation of *Comus* agree with the above quotation?
    - 4 (b) Mention the successive arguments he used in his attempts to seduce the lady.
    - 3 (c) What is the moral teaching of "*Comus*"?
  3. "In *Lycidas* the learned Friend is, indeed, rarely bewailed, but the reader forgets all about the dead Edward King in growing sympathy with the living "Author" and his vision of a corrupted clergy." (Jordan.)
    - 7 Criticize at length the above statement.
  4. Carefully explain the italicized parts in the following extracts and establish clearly the connection of each passage.
    - 2 (a) "How *Faery Mab* the *junkets* eat."
    - 4 (b) "Then to the *well-trod* stage anon,  
If *Johnson's* learned *sock* be on,"
    - 4 (c) "Sometimes let gorgeous Tragedy  
In *sceptred pall* come sweeping by,  
Presenting *Thebes'* or *Pelops'* line  
Or the *tale of Troy* divine."
    - 2 (d) "How charming is divine Philosophy!  
Not harsh and crabbed, as dull fools suppose,  
But musical as is *Apollo's* lute,"
    - 3 (e) "For neither were yet playing on the steep  
Where your old bards, the famous *Druids*, lie,  
Nor on the shaggy top of *Mona* high,  
Nor yet where *Deva* spreads her wizard stream."
  - 4 5. To what classes of Drama do the "*Merchant of Venice*,"  
and "*Julius Caesar*" belong?
  - 6 Mention briefly the sources from which each of these plays are taken.
-

6. "Cassius was better cut out for a conspirator than Brutus."
- Trace the actions of each of these men throughout the play giving a careful delineation of their characters so as to prove, or disprove, the above statement.
7. Do the women in "Julius Caesar" exercise any influence in determining the action?
- Compare the "Merchant of Venice" with "Julius Caesar" in this respect.
8. Compare and contrast the two speeches made in the "Forum scene," in "Julius Caesar."
9. Why does the "Merchant of Venice" require a considerable amount of comic relief? Show in what ways this is effected.
10. Trial scene from "Merchant of Venice."
  - (a) What appeal for mercy does the Duke make to Shylock?
  - (b) What was the philosophy of Pythagoras?
  - (c) Before the entrance of Portia what balancing of the claims of mercy and justice had the scene presented?
  - (d) Indicate the exact point of climax in the play.Quote Portia's peroration on Mercy.  
How does this speech point toward the climax?
11. Who is the speaker in each of the following extracts? Give the exact connection in the plays from which each is taken.
  - (a) "The villiany you teach me, I will execute; and it shall go hard, but I will better the instruction."
  - (b) "Let me have men about me that are fat, Sleek-headed men, and such as sleep o' nights."
  - (c) "In such a night  
Medea gathered enchanted herbs  
That did renew old Æson."
  - (d) "The posture of your blows are yet unknown;  
But for your words they rob the Hybla bees,  
And leave them honeyless."
  - (e) "This was the noblest Roman of them all."

## STANDARD VIII.

ENGLISH LITERATURE (SOUTHEY'S LIFE OF NELSON).

TIME—TWO AND ONE-HALF HOURS.      EXAMINERS  $\left\{ \begin{array}{l} \text{J. E. LOUCKS, B.A.} \\ \text{J. A. SMITH, B.A.} \end{array} \right.$

*Values*

1. "The pain which is felt when we are first transplanted from our native soil, when the living branch is cut from the parent tree, is one of the most poignant which we have to endure through life. There are after-griefs which wound more deeply, which leave behind them scars never to be effaced, which bruise the spirit and sometimes break the heart; but never

do we feel so keenly the want of love, the necessity of being loved and the sense of utter desertion, as when we first leave the haven of home, and are, as it were, pushed off upon the stream of life."

- 3 (a) Explain fully the occasion which suggested the above reflection.
  - 5 (b) Give an estimate of the truth of the thought expressed.
  - 4 (c) Comment upon the use of the figurative language in the extract.
2. "Nelson knew that by the Navigation Act no foreigners, directly or indirectly, are permitted to carry on any trade with those possessions: he knew also that the Americans had made themselves foreigners with regard to England; they had broken the ties of blood and language and had acquired the independence *which they had been provoked to claim*, unhappily for themselves, *before they were fit for it*: and he was resolved that they should derive no profit from those ties now."
- 2 (a) What possessions are referred to?
  - 4 (b) Give an historical account of the Navigation Act.
  - 3+3 (c) Explain fully the first passage underlined and justify, or refute, the opinion suggested in the second.
  - 4 (d) Did Nelson carry out his resolve as expressed above?
- 20 3. Explain the following nautical terms used more or less frequently in the "Life of Nelson."  
 "Slop and receiving ship," "cutting out vessels from the bay," "cartel's ships," "warping the vessels," "hove in stays," "both at last struck," "ordered the ship to be wore," "langridge shot," "to back their top-sails."
4. The French, who have never acted a generous part in the history of the world, readily entered into the views of the Genoese. . . . .  
 They entered into the contest, therefore, with their usual vigor and their usual cruelty.
- 4 (a) Describe at length the character given the French by Southey throughout this work.
  - 5 (b) Was his characterization just? If so, give arguments to support him; if not, account for his opinion.
5. "Tell the surgeon to make haste and get his instruments. I know I must lose my right arm; so the sooner it is off the better."
- 2 (a) In what engagement did Nelson receive this wound?
  - 4 (b) Give the most important details of the fight telling how Nelson's life was saved after he had been so severely wounded.
  - 4 (c) The one humorous incident in the book is in connection with this loss and the added loss of one of Nelson's eyes. Recount this incident.
6. "My son, said he, perhaps I may never see you more; but in my mind I shall ever be present with you. Your design is great and noble and I doubt not but God
-



- will bless you in it. I shall devote to your cause the little remainder of my life in offering up my prayers for your success."
- 2 (a) Who was speaking?  
 3 (b) What was the design referred to?  
 1 (c) Was it successful or not? Mention the course of events that caused success or failure as the case may be.
7. Nelson after the Battle of the Nile wrote to the Admiralty:  
 "Were I to die this moment 'want of frigates' would be found stamped on my heart."
- 2 (a) What is a frigate? What vessel takes its place in  
 2 modern naval warfare?  
 4 (b) Why did Nelson want frigates so badly?  
 4 (c) How did it happen that he had no vessels of this kind at his disposal?
8. In speaking of the honors conferred upon Nelson after the "Battle of the Nile," Southey says: "That Nelson's honors were affected thus far and no farther might be conceded to Mr. Pitt and his colleagues in administration; but the degree of rank which they thought proper to allot was the measure of their gratitude, though not of his services."
- 5 (a) Explain carefully what Southey means.  
 6 (b) State at length the honors that Nelson received for this victory.
- 15 9. Write a clear, concise account of either the "Battle of the Nile" or the "Battle of Trafalgar."
10. Give a careful estimate of Southey's Life of Nelson—  
 5 (a) As a work of history.  
 5 (b) As a biography.

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STANDARD VIII.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE.

TIME —TWO AND ONE-HALF HOURS. EXAMINERS {C. H. RUSSELL, B.A.  
 {GEO. J. BRYAN, B.A.

*Values.*

- 10 1. Indicate the differences between English of the Anglo-Saxon period and Modern English as to grammar, vocabulary and alphabet.
2. "The tongue spoken or written by an Englishman of the tenth century would have been as unintelligible to an Englishman of the fourteenth as it is to an Englishman of the nineteenth. In the course of those four hundred years the language had not simply suffered modification, or undergone development, it had experienced revolution."—*Lounsbury*.
- 6 (a) Give causes of this "revolution."

- 8 (b) Describe the nature of the changes in (i) the inflections of the noun and the adjective; (ii) the vocabulary; (iii) the use of formative prefixes and suffixes.
- 8 3. Write brief notes on (a) the Latin of the Second Period; (b) the influence of Scandinavian on Early English.
4. "In a cultivated speech changes in inflection and syntax take place slowly and on a small scale. On the other hand the vocabulary is constantly increasing."  
—*Lounsbury*.
- 7 Give reasons in support of the above statements.
- 2 5. What is a *trope*? Distinguish between *trope* and *figure*.  
8 (b) Explain the use of four common tropes and give an example of each.
- 3 6. (a) Give an account of (i) quantity, (ii) accent, as factors in English verse.  
6 (b) Describe and give examples of three of the more common English metres.
- 7 7. "Poetry had its origin in religious rites."—*Gummere*.  
7 (a) Discuss this statement with reference to Dramatic Poetry.  
4 (b) Distinguish between *comedy* and *tragedy*.  
2 (c) Show that the drama was the form of literary expression best suited to the Elizabethan age.
- 12 8. Point out briefly the characteristics of each of the following writers: (a) Chaucer, (b) Marlowe, (c) Bunyan, (d) Addison.  
Indicate briefly the importance of each to English Literature.
- 9 9. Discuss the characteristics of the first half of the eighteenth century in so far as they affected Literature.
- 8 10. What is romanticism? Describe the development of this spirit in English Literature.

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## STANDARD VIII.

### HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. W. BROWN, B.A.  
P. H. THIBAudeau, B.A.

*Values.*

- 10 1. What were the immediate causes and effects of the passing of the Act of Supremacy, 1534?
- 10 2. Compare England and France in their struggles for political liberties.



PUBLIC SCHOOL, MACLEOD



PUBLIC SCHOOL, REXBORO



- 12    **3.** Write notes on any *three*:  
       (a) Battle of Lepanto.  
       (b) Treaty of Westphalia.  
       (c) Petition of Right.  
       (d) Holy Alliance.
- 12    **4.** "The benefits of a good monarch are almost invaluable, but the evils of a bad monarch are almost irreparable." Expand and explain.
- 12    **5.** What are the functions of the House of Commons? State and discuss the main one.
- 10    **6.** Explain cabinet government and discuss the essential conditions to it.
- 10    **7.** Describe in brief the English manors and show the effect of the Black Death upon them.
- 12    **8.** Outline some of the important results of the government's attempt (1) to encourage English shipping; (2) to provide a treasure of the precious metals to meet political emergencies.
- 12    **9.** Distinguish extensive and intensive systems of culture. Sketch the development of agriculture in England.

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STANDARD VIII.

TRIGONOMETRY.

TIME—THREE HOURS.

EXAMINERS { G. E. ELLIS, B.A.  
                   JOHN ROSS, B.A.

*Values.*

- 4    **1.** (a) State the advantages in the common system of logarithms.  
       5       (b) Illustrate by using bases other than 10 that your statements in (a) are really advantages.  
       3       (c) Given  $\log. 3285 = 3.5165354$   
                $\log. 3286 = 3.5166676$   
               Find  $\log. 32856$ .
- 6    **2.** (a) Using a right angled triangle show that each of the six trigonometric ratios of an angle is always the same for the same angle.  
       9       (b) Find an expression for all angles which have the same sign.
- 6    **3.** Obtain formulæ for expressing the following:  
       6       (a) The sine of the sum of two acute angles in terms of the ratios of these angles.  
       6       (b) The cosine of twice an angle in terms of the ratios of that angle.  
       6       (c) The radius of a circle in terms of the sides of the circumscribing triangle.

- 15 4. The top ledge of a window subtends  $60^\circ$  at the eye of a person whose eye is on a level with the bottom ledge of the window and distant 2 feet from it. The bottom ledge subtends  $90^\circ$  at the eye. Find the height and breadth of the window, supposing the eye to be opposite the middle point of the ledge.
5. Prove the following:
- 6 (a)  $\sec^2 A + \operatorname{cosec}^2 A = (\tan A + \cot A)^2$ .
- 6 (b)  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = 2R$ , where  $R$  is the radius of the circle circumscribing the triangle  $ABC$  and  $a$  the side opposite the angle  $A$ , etc.
- 6 (c)  $a^2 = b^2 + c^2 - 2bc \cos A$ .
- 6 6. (a) Deduce the relations between the ratios of the angle  $A$  and those of  $90^\circ + A$ .
- 9 (b) Solve:  $\sin 5A + \sin A = \sin 3A$ .
- 9 7. (a) In any triangle prove—  

$$\frac{\tan A}{2} + \frac{\tan B}{2} + \frac{\tan B}{2} + \frac{\tan C}{2} + \frac{\tan C}{2} + \frac{\tan A}{2} = 1$$
- 5 (b) Explain the statement—"The sine is a periodic function," and find the period of the sine.
- 4 8. (a) In the solution of oblique triangles state the cases which may occur.
- 14 (b) Find the distance between a tree and a house on opposite sides of a river, a base line of 330 yards being measured from the tree to another station, and the angles at the tree and this second station formed by the base line and lines in the direction of the house being  $73^\circ 15'$  and  $68^\circ 2'$  respectively.  
 Given  $\log 330 = 2.5185139$   
 $\log 489302 = 5.6895756$   
 $\log \sin 68^\circ 2' = 9.9672679$   
 $\log \sin 38^\circ 43' = 9.7962062$

## STANDARD VIII.

## PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.  
 W. H. THOMPSON, B.A.

Values.

- 7 1. (a) By applying your knowledge of wave-motion in general, develop the theory of the origin and transmission of sound.
- 4 (b) Compare the reflection of light and sound from (i) plane, (ii) convex surfaces.

- 6 (c) Explain carefully, with illustrations, *forced* and *sympathetic* vibrations.
- 6 2. (a) Write concise notes on (i) the determination of wave length of a sound, (ii) beats, (iii) the scale of equal temperament.
- 7 (b) Describe how to determine the velocity of sound in air by means of resonance. Explain the principle and use of resonators.
- 7 (c) Prove the existence of nodes and loops in the vibrating air of an open organ pipe. How does the presence of nodes and loops determine the character of the note given by the pipe?
- 7 3. (a) Explain clearly what is meant by saying an incandescent lamp is sixteen candle-power. Show how the illuminating power of a lamp may be measured.
- 8 (b) Apply the laws of reflection of light to explain the series of images formed when an object is placed between two plane mirrors inclined at an angle to each other. Illustrate by a drawing.
- 6 4. (a) Give simple experiments showing upon what the colour of (i) transparent, (ii) opaque bodies depends.
- 8 (b) Write explanatory notes on (i) critical angle, (ii) spherical aberration, (iii) chromatic aberration, (iv) complementary colors.
- 2 5. (a) State the theory of magnetism.
- 3 (b) Give a simple experiment in support of the theory.
- 3 (c) Using the experiment in (b), give an explanation of the phenomena of magnetic induction.
- 6 6. (a) Describe, or draw, the lines of force about (i) a bar magnet, (ii) a live wire, (iii) a solenoid, (iv) an electro-magnet. State, with reasons, the inferences which may be drawn as to the relation between electricity and magnetism.
- 4 (b) Devise simple experiments to show the laws governing the strength of electro-magnets.
- 7 7. Describe the construction, or give a diagrammatic drawing, of the astatic galvanometer, and explain its action. How may this instrument be made sensitive to very weak currents?
- 6 8. (a) What is polarization? Enumerate and explain briefly the devices used for preventing polarization in voltaic cells.
- 6 (b) For what purpose is the gravity cell adapted? Why? Explain, using a simple drawing, the construction and action of this cell.
- 6 (c) Explain concisely how the principle of polarization is put to practical account in storage cells.
- 6 9. (a) Using a diagram, explain the automatic regulation of the carbons of an arc lamp.

- 10 (b) State the laws of current induction. Using a diagrammatic drawing, explain the action of Rhumkorff's coil. Mention practical applications of the induction coil.

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STANDARD VIII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.  
C. H. RUSSELL, B.A.

*Values.*

- 5 1. (a) Describe an experiment to find the volumetric composition of air. Give approximate results.  
4 (b) State the reasons for believing that air is a *mixture* of gases.  
4 (c) Tell how to prepare hydrogen peroxide.
- 5 2. (a) State, explain and illustrate the Periodic Law.  
6 (b) What is the basis of Mandeléeff's classification of the elements? Why is it used? Show its advantages and disadvantages for the purpose.
- 25 3. Discuss somewhat fully the chemistry of the potassium group of elements, noting especially any important or interesting resemblances or gradations of properties among them or their compounds.
- 3 4. (a) Describe the miner's safety lamp.  
5 (b) Give a laboratory experiment to illustrate how the safety device works.  
5 (c) Sketch the flame of a candle to show its different zones, naming them.
- 10 5. (a) Portions of common salt, potassic bromide and potassic iodide are treated in separate test-tubes with strong sulphuric acid. (i) Give the observations. (ii) Write the equations that represent the reactions in full. (iii) Account for the dissimilarities in the results.  
10 (b) What are the sources of the chlorine, bromine and iodine of commerce? Tell how each is prepared for the market.
- 8 6. Experiment: Into a shallow pit in a piece of charcoal place a mixture of equal parts of sodium carbonate and oxide of lead; heat with the reducing flame of a blowpipe. (i) Give observations and conclusions. (ii) Explain the purposes of the carbonate, the charcoal and the reducing flame. (iii) What industrial use is made of the principle illustrated by this experiment.
- 12 7. (a) Name the four acids of phosphorus. Give their formulæ. Show their relations to one another and to phosphorus pentoxide.



- 4 (b) Explain and tell how to illustrate the statement:  
"Nitric acid is a powerful oxidizing agent."
- 3 8. (a) Trace the chemical changes that take place from the entrance of oxygen (air) below the grate of a coal fire to the end of the burning of the carbon monoxide above.
- 2 (b) How may a mixture of carbon monoxide and carbon dioxide be separated?
- 4 (c) What volume of hydrogen at 13° C. and 780 mm. is needed to reduce 32 g. of ferric oxide ( $\text{Fe}_2\text{O}_3$ ) to metallic iron? [ $\text{Fe}=56$ ,  $\text{O}=16$ ,  $\text{H}=1.01$ .]
- 10 9. State the physical and chemical changes effected when—  
(a) Alum is heated in a test-tube.  
(b) A paste of plaster of Paris and water is allowed to stand.  
(c) Mortar sets.  
(d) Mercury and iodine are rubbed together in various proportions in a mortar.  
(e) Hard water (temporary hardness) is boiled.

## STANDARD VIII.

## ALGEBRA.

TIME—THREE HOURS.

EXAMINERS { JOHN ROSS, B.A.  
G. E. ELLIS, B.A.*Values.*

- 8 1. Factor  $a^3(b-c) + b^3(c-a) + c^3(a-b)$ .
- 8 2. Solve  $\begin{cases} x^2 + xy + 2y^2 = 74 \\ 2x^2 + 2xy + y^2 = 73 \end{cases}$
- 6 3. If  $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$  prove that each ratio  $= \frac{ma + nc + pe}{mb + nd + pf}$
- 6 4. If A varies as B when C is constant and A varies as C when B is constant, then will A vary as BC when B and C are both variable.
- 8 5. Three copper spheres of radii 3, 4, and 5 inches respectively are melted into the form of a single sphere, find its radius granted that the volume of a sphere varies as the cube of its radius.
- 6 6. Using the ordinary notation ( $a$ =1st term and  $d$ =the common difference) find the sum of  $n$  terms of an arithmetic series.
- 7 7. The sum of 4 terms of an A.P. = 34 and the sum of 9 terms of the same series = 144, find the sum of  $n$  terms.

- 6+3 **8.** Find the sum of  $n$  terms of a geometric series of which  $a$  is the first term and  $r$  is the common ratio, and show what the sum becomes when  $r$  is a proper fraction and  $n$  is infinitely great.
- 6 **9.** Find the G. P. of which the sum to infinity is  $3\frac{1}{2}$  and the second term  $-\frac{5}{3}$ .
- 8 **10.** Find the number of combinations of  $n$  different things  $r$  at a time, where  $r$  is any integer less than  $n$ .
- 8 **11.** There are 8 seats in the front row across a schoolroom. In how many ways may these seats be filled (one pupil in each seat) from a class of 23 boys and 17 girls, so that there may be always 5 boys and 3 girls in the row.
- 6 **12.** (a) Find the 25th term in the expansion of  $\left(2x + \frac{a}{4}\right)^{32}$
- 6 (b) Expand  $(1-x)^3$  to 6 terms and write the general term of the expansion in its simplest form.
- 6 **13.** Find the co-efficient of  $x^r$  in the expansion of  $\left(\frac{1-3x}{1-4x}\right)^2$
- 6 **14.** Prove that the sum of the coefficients in the expansion of  $(1+x)^n = 2^n$ .
- 6 **15.** (a) If any rational integral expression involving  $x$  vanish when  $x=f$ , prove that  $x-f$  is a factor of the expression.
- 7 (b) Prove without actual division that  $(a+b-c)$  is a factor of:  $a^3+b^3-c^3+3(a+b-c)(ab-ac-bc)+3abc$ .
- 8 **16.** Any number expressed in the scale of which the radix is  $r$  is divisible by  $r-1$  if the sum of its digits be divisible by  $r-1$ . Prove.

## STANDARD VIII.

## GEOMETRY.

TIME—THREE HOURS.

EXAMINERS  $\begin{cases} \text{J. A. SMITH, B.A.} \\ \text{J. W. BROWN, B.A.} \end{cases}$ *Values*

- 6 **1.** (a) If a side of a triangle be produced, the exterior angle shall be equal to the sum of the two interior opposite angles; also the three interior angles of a triangle are together equal to two right angles. I. 32.
- 5 (b) All the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides.

- 4 (c) In an equiangular polygon each interior angle is five-thirds of a right angle. How many sides has it?
- 6 2. (a) The straight line drawn through the middle point of a side of a triangle parallel to the base, bisects the remaining side.
- 6 (b) The sides AB, AC of a triangle ABC are bisected at D and E; BE and CD are drawn and produced to F and G so that EF equals BE and DG equals DC; prove that AF and AG are in the same straight line.
- 8 3. (a) Divide a line in Medial Section. II. 11.
- 5 (b) Proposition II, 11, gives a geometrical construction for the solution of what particular quadratic equation? Comment on the two values of the unknown quantity.
- 6 (c) AB is divided in medial section at H and AB is produced to Q so that BQ equals BH; prove that the square on AQ is equal to five times the square on AH.
- 7 4. (a) The opposite angles of a quadrilateral inscribed in a circle are supplementary. III. 22.
- 6 (b) Show that the four straight lines bisecting the interior angles of any quadrilateral form a quadrilateral which can be inscribed in a circle.
- 7 5. From any point on the circumference of a circle circumscribing a triangle perpendiculars are drawn to the three sides; prove that the feet of these perpendiculars are collinear.
- 7 6. (a) On a given straight line describe a segment of a circle containing an angle equal to a given rectilineal angle. III. 33.
- 6 (b) Given the base, the vertical angle, the sum of the squares, on the sides containing the vertical angle, construct the triangle.
- 8 7. (a) Describe an isoscles triangle, having each of the angles at the base double of the third angle. IV. 10.
- 6 (b) If A be the vertex and BD the base of the constructed triangle in IV. 10, D being one of the two points of intersection of the two circles employed in the construction, and E the other, and AE be drawn meeting BD produced in G, show that GAB is another isoscles triangle of the same kind.
- 7 8. (a) Inscribe a circle in a given triangle. IV. 4.
- (b) D, E, F are the points of contact of the inscribed circle of the triangle ABC and D', E', F' the points of contact of the escribed circle, which touches BC and the other sides produced, a, b, c denote the length of the sides BC, CA, AB; s the semi-

perimeter of the triangle, and  $r, r'$  the radii of the inscribed and escribed circles. Prove the following equalities:

- 3 (1)  $AE$  equals  $AF$  equals  $s - a$ .  
 3 (2)  $AE'$  equals  $AF'$  equals  $s$ .  
 3 (3)  $EE'$  equals  $FF'$  equals  $a$ .  
 3 (4) Area of  $\triangle ABC$  equals  $rs$  equals  $r'(s - a)$ .
- 7 9. (a) If a straight line is drawn parallel to one side of a triangle, it cuts the other sides, or those sides produced, proportionally. VI. 2.
- 6 (b)  $ABC$  is a triangle;  $DE$  is drawn parallel to  $BC$  meeting  $AB$  and  $AC$  in the points  $D$  and  $E$  respectively; join  $BE$  and  $CD$  meeting at  $F$ ; show that  $AF$  produced will bisect  $BC$ .

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### STANDARD VIII.

### LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

#### Values

- 20 1. Translate into English:  
 Solvitur acris hiems grata vice veris et Favoni,  
 Trahuntque siccas machinae carinas,  
 Ac neque jam stabulis gaudet pecus aut arator igni,  
 Nec prata canis albicant pruinis.
- Jam Cytherea choros ducit Venus imminente luna,  
 Junctaeque Nymphis Gratiae ddecentes  
 Alterno terram quatiunt pede, dum graves Cyclopum  
 Vulcanus ardens visit officinas.
- Nunc decet aut viridi nitidum caput impedire myrto  
 Aut flore, terrae quem ferunt solutae;  
 Nunc et in umbrosis Fauno decet immolare lucis,  
 Seu poscat agna sive malit haedo.
- Pallida Mors aequo pulsat pede pauperum tabernas  
 Regumque turres. O beate Sesti,  
 Vitae summa brevis spem nos vetat incohare longam.  
 Jam te premet nox fabulaeque Manes.
- Et domus exilis Plutonia; quo simul mearis,  
 Nec regna vini sortiere talis,  
 Nec tenerum Lycidan mirabere, quo calet juvenus  
 Nunc omnis et mox virgines tepebunt.
- 3 (a) Write explanatory notes on: Cyclopum, Manes,  
 regna vini sortiere.  
 3 (b) Comment on the forms: vice, mearis, Lycidan.  
 2 (c) Explain the mood of poscat, and the tense relation  
 in: mearis . . . sortiere.

2. Translate into English:
- 12 Sperat infestis, metuit secundis  
 Alteram sortem bene praeparatum  
 Pectus. Informes hiemes reducit  
 Juppiter; idem  
 Summovet. Non, si male nunc, et olim  
 Sic erit: quondam cithara tacentem  
 Suscitāt Musam neque semper arcum  
 Tendit Apollo.  
 Rebus angustis animosus atque  
 Fortis appare: sapienter idem  
 Contrahes vento nimium secundo  
 Turgida vela.
- 3 (a) Name the stanza here employed and give a metrical scheme for the first four lines.
- 3 (b) Comment on the meaning of: alteram, informes, idem.
- 2 (c) Explain: quondam cithara . . . . Apollo.
- 2 (d) What is the philosophy of life recommended to Licinius in this ode?
3. Translate into English:
- 15 Superavit postea Cinna cum Mario; tum vero clarissimis viris interfectis lumina civitatis extincta sunt. Ultus ets hujus victoriae crudelitatem postea Sulla, ne dici quidem opus est quanta deminutione civium et quanta calamitate rei publicae. Dissensit M. Lepidus a clarissimo et fortissimo viro Q. Catulo; attulit non tam ipsius interitus rei publicae luctum quam ceterorum.
- Atque illae tamen omnes dissensiones erant ejus modi quae non ad delendam sed ad commutandam rem publicam pertinerent. Non illi nullam esse rem publicam, sed in ea quae esset se esse principes, neque hanc urbem conflagrare, sed se in hac urbe florere voluerunt. In hoc autem uno post hominum memoriam maximo crudelissimoque bello, quale bellum nulla umquam barbaria cum sua gente gessit, quo in bello lex haec fuit a Lentulo, Catilina, Cethego, Cassio constituta, ut omnes qui salva urbe salvi esse possent in hostium numero ducerentur, ita me gessi, Quirites, ut salvi omnes conservaremini; et cum hostes vestri tantum civium superfuturum putassent quantum infinita e caede restitisset, tantum autem urbis quantum flamma obire non potuisset, et urbem et cives integros incolumesque servavi.
- 6 (a) Write brief historical notes on: Cinna cum Mario, Sulla, M. Lepidus . . . . a Q. Catulo.
- 5 (b) Explain the syntax of: commutandam, pertinerent, ut . . . . ducerentur, civium, potuisset.
- 4 (c) At what time of the day, to whom, and under what circumstances was this speech delivered? Prove your answers from the speech itself.
4. Translate into English:
- 20 Habemus enim a Caesare, sicut ipsius dignitas et majorum ejus amplitudo postulabat, sententiam tamquam obsidem perpetuae in rem publicam voluntatis.

Intellectum est quid interesset inter levitatem contionatorum et animum vere popularem, salutem populi consulentem. Video de istis qui se populares haberi volunt, abesse non neminem, ne de capite videlicet civium Romanorum sententiam ferat. Is et nudius tertius in custodiam eives Romanos dedit et supplicationem mihi decrevit et indices hesterno die maximis praemiis adfecit. Jam hoc nemini dubium est, qui reo custodiam, quaesitori gratulationem, indici praemium decrevit, quid de tota re et causa judicarit.

At vero C. Caesar intellegit legem Semproniam esse de civibus Romanis consitutam; qui autem rei publicae sit hostis, eum civem esse nullo modo posse; denique ipsum latorem Semproniae legis injussu populi poenas rei publicae dependisse. Idem ipsum Lentulum, largitorem et prodigum, non putat, cum de perniciem populi Romani, exito hujus urbis tam acerbe, tam crudeliter, cogitarit, etiam appellari posse popularem. Itaque homo mitissimus atque lenissimus non dibutat P. Lentulum aeternis tenebris vinculisque mandare, et sancit in posterum ne quis hujus supplicio levando se jactare et in perniciem populi Romani posthac popularis esse possit. Adjungit etiam publicationem bonorum, ut omnes animi cruciatus et corporis etiam egestas ac mendicitas consequatur.

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STANDARD VIII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

*Values.*

- |    |                                                                                                                                                                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | 1. Decline together: jus Graecum; domus lata; Karthago, urbs antiqua.                                                                                                               |
| 8  | 2. Form adverbs from the following adjectives and compare both adjectives and adverbs: bonus, parvus, miser, prudens.                                                               |
| 5  | 3. Give the future participle of: morior, proficiscor, orior, pello, seco.                                                                                                          |
| 15 | 4. What are the rules for—<br>(a) The use of the ablative absolute?<br>(b) The use of the reflexive pronoun of the third person?<br>(c) The turning of the gerund into a gerundive? |
| 9  | 5. Write a brief note on the order in a Latin sentence of<br>(a) substantival, (b) adjectival, (c) adverbial clauses.                                                               |
| 33 | 6. Translate into Latin:                                                                                                                                                            |
| 3  | (a) It is the duty of a wise man to obey the laws.                                                                                                                                  |
| 3  | (b) He is afraid to come today, and I am afraid that he will not come tomorrow.                                                                                                     |
| 5  | (c) The law, he said, forbade anything to belong to anyone who refused to obey the magistrates. Let them therefore take away all his property from him.                             |

- 5 (d) And so it often happens that even the bravest soldiers  
fear that they cannot endure the enemy's attack,  
and try to persuade the general to retreat.
- 4 (e) Both you and I despise one who would rather be a  
slave with riches than free with poverty.
- 13 (f) Having finished the German war, Caesar resolved,  
for many reasons, that he must cross the Rhine, a  
very broad, deep, and rapid river, which divides  
Gaul from Germany. His strongest reason was that,  
seeing the Germans were easily induced to make  
inroads into Gaul, he wished to show them that the  
Romans had both the power and the courage to carry  
the war into their own country. Accordingly he made  
the necessary preparations, and caused a bridge to  
be constructed over the river, by which to transport  
his troops.

20 7. Translate:

Sed ea, quae exaudio, patres conscripti, dissimulare non possum. Iaciuntur enim voces, quae perveniunt ad aures meas, eorum qui vereri videntur, ut habeam satis praesidii ad ea quae vos statueritis hodierno die, transigunda. Omnia et provisa et parata et constituta sunt, patres conscripti, cum mea summa cura atque diligentia, tum multo etiam maiore populi Romani ad summum imperium retinendum et ad communes fortunas conservandas voluntate. Omnes adsunt omnium ordinum homines, omnium generum, omnium denique aetatum; plenum est forum, plena templa circum forum, pleni omnes aditus huius templi ac loci. Causa est enim post urbem conditam haec inventa sola, in qua omnes sentirent unum atque idem, praeter eos, qui cum sibi viderent esse pereundum, cum omnibus potius quam soli perire voluerunt.

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STANDARD VIII.

FRENCH AUTHORS.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

*Values.*

14 1. Translate into English:

Ils avaient rejoint le détachement. Gianetto était déjà couché sur la litière et prêt à partir. Quand il vit Mateo en la compagnie de Gamba, il sourit d'un sourire étrange; puis, se tournant vers la porte de la maison, il cracha sur le seuil en disant:—Maison d'un traître!

Il n'y avait qu'un homme décidé à mourir qui eût osé prononcer le mot de traître en l'appliquant à Falcone. Un bon coup de stylet, qui n'aurait pas eu besoin d'être répété, aurait immédiatement payé l'insulte. Cependant Mateo ne fit pas d'autre geste que celui de porter sa main à son front comme un homme accablé.

Puis Gianetto, se tournant vers un des voltigeurs:

—Camarade, donne-moi à boire, dit-il.

Le soldat remit sa gourde entre ses mains, et le bandit but l'eau que lui donnait un homme avec lequel il venait d'échanger des coups de fusil. Ensuite il demanda qu'on lui attachât les mains de manière qu'il les eût croisées sur sa poitrine, au lieu de les avoir liées derrière le dos.

—J'aime, disait-il, à être couché à mon aise.

- 3 (a) *Eût osé, attachât, eût croisées*. Give the rules for these examples of the subjunctive.
- 5 (b) *Rejoint, vit, sourit, mourir, répété*. Give the third plural present indicative of these verbs.
- 4 (c) Write the present subjunctive in full of *fit* and *boire*.

11 2. Translate into English:

Aussitôt que l'ordre de marcher en avant nous eut été donné, mon capitaine me regarda avec une attention qui m'obligea à passer deux ou trois fois la main sur ma jeune moustache d'un air aussi dégagé qu'il me fut possible. Au reste, je n'avais pas peur, et la seule crainte que j'éprouvasse, c'était que l'on ne s'imaginât que j'avais peur. Ces boulets inoffensifs contribuèrent encore à me maintenir dans mon calme héroïque. Mon amour-propre me disait que je courais un danger réel, puisque enfin j'étais sous le feu d'une batterie. J'étais enchanté d'être si à mon aise, et je songeai au plaisir de raconter la prise de la redoute de Cheverino, dans le salon de madame B\*\*\*, rue de Provence.

Le colonel passa devant notre compagnie; il m'adressa la parole: "Eh bien, vous allez en voir de grises pour votre début."

- 2 (a) *Épouvassé, s'imaginât*. Under what rules do these uses of the subjunctive fall?
- 2 (b) *Me maintenir*. Write the future indicative in full.

16 3. Translate into English:

Pourquoi ne prendrions-nous pas ce vigoureux coquin, qui vaut mieux à lui seul que les trois morts? Ledoux fit réflexion que Tamango se vendrait bien mille écus; que ce voyage, qui s'annonçait comme très profitable pour lui, serait probablement son dernier; qu'enfin sa fortune étant faite, et lui renonçant au commerce d'esclaves, peu lui importait de laisser à la côte de Guinée une bonne ou une mauvaise réputation. Il ne s'agissait plus que de lui enlever ses armes; car il eût été dangereux de mettre la main sur lui pendant qu'il les avait encore en sa possession. Ledoux lui demanda donc son fusil, comme pour l'examiner et s'assurer s'il valait bien autant que la belle Ayché. En faisant jouer les ressorts, il eut soin de laisser tomber la poudre de l'amorce. Le lieutenant de son côté maniait le sabre; et, Tamango se trouvant ainsi désarmé, deux vigoureux matelots se jetèrent sur lui, le renversèrent sur le dos, et se mirent en devoir de le garrotter. La résistance du noir fut héroïque. Revenu de sa première surprise, et malgré le désavantage de sa position il lutta longtemps contre



les deux matelots. Grâce à sa force prodigieuse, il parvint à se relever.

- 1 (a) *Lui importait.* What is the subject of *importait*?
- 4 (b) *Deux vigoureux matelots, -sa force prodigieuse.* State clearly the reason for the position of these adjectives with regard to their respective nouns. ㊦
- 4 (c) Give the second singular of the imperative of: *valait, mettre, parvint, se relever.*

17 4. Translate into English:

Un laquais me conduisit dans le cabinet du comte et sortit pour m'annoncer. Ce cabinet était vaste et meublé avec tout le luxe possible. Le long des murailles, on voyait des armoires remplies de livres, et sur chacune un buste en bronze; au-dessus d'une cheminée de marbre, une large glace. Le plancher était couvert de drap vert, par-dessus lequel étaient étendus des lapis de Perse. Déshabitué du luxe dans mon taudis, il y avait si longtemps que je n'avais vu le spectacle de la richesse, que je me sentis pris par la timidité, et j'attendis le comte avec un certain tremblement, comme un solliciteur de province qui va se présenter à l'audience d'un ministre. La porte s'ouvrit, et je vis entrer un jeune homme de trente-deux ans, d'une charmante figure. Le comte m'accueillit de la manière la plus ouverte et la plus aimable. Je fis un effort pour me remettre, et j'allais commencer mon compliment de voisinage, lorsqu'il me prévint en m'offrant sa maison de la meilleure grace. Nous nous assîmes. La conversation, pleine de naturel et d'affabilité, dissipa beintôt ma timide sauvagerie, et je commençais à me trouver dans mon assiette ordinaire, lorsque tout à coup parut la comtesse, qui me rejeta dans un trouble pire que le premier. C'était vraiment une beauté.

- 3 (a) *Sur, au-dessus, par-dessus.* Distinguish their use. Give French antonyms (words of opposite meaning) for each.
- 1 (b) *N'avais ru.* State the rule illustrated by this use of *ne*.
- 3 (c) Write the conditional anterior in full of *s'ouvrit*.

- 10 5. Translate the idioms: Ah! petit drôle, tu fais le malin! Elle n'avait garde de me croire. Ils se donnaient au diable. Vous en voilà quitte pour la journée. Il n'allait plus que d'une patte. La fatigue l'avait emporté. Bien donné ne se reprend plus. Le maître de la maison n'était plus au jeu. Mieux valait la solitude. Il ne tient qu'à moi de te faire changer de note.

## STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT  
TRANSLATION.*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

Values.

## I.

- 5    1. Name the principal parts of a French verb. How are the various tenses formed from these? Illustrate with the verb *choisir*.
- 5    2. Show briefly the difference in use between *oui* and *si*, *autant* and *tant*, *ne...que* and *seulement*.
- 5    3. Describe and illustrate the uses of the pronoun *on*.
- 5    4. Distinguish the uses of the following tenses of the indicative, the past indefinite, the past definite and the imperfect. Give examples.
- 5    5. Illustrate by French examples and their English equivalents the uses of the following tenses of *devoir*: The present indicative, the past indefinite and the (present) conditional.
- 5    6. State the uses of *qui*, *que* and *lequel* when used as relative and interrogative pronouns. Illustrate by examples.

## II.

30    Translate into French:

1. Our parents are most anxious that we should speak French; we prefer German.
2. Your friend has just come and wishes you to go for a walk; shall I send her up?
3. That poor little girl has hurt her hand; she is crying pitifully.
4. They went away without saying anything to me or without my saying anything to them.
5. They are always thinking of her; they cannot do without her. What do *you* think of that?
6. You used to enjoy good health when you lived in England, didn't you?
7. They are getting richer and richer. They are richer than you think.

8. Let them laugh at us, if they will. Do not trust them.
9. How is butter selling to-day? This is two francs a pound and that is two francs fifty.
10. We are going to have a house built seventy-five feet long by thirty-one wide.

## III.

- 20 Translate into French:

Can you hit the bull's eye every time you shoot? No? Well, I couldn't do so either, although I was once considered (= 'once passed for') one of the best marksmen in our regiment. One gets rusty (*se rouiller*) in a very short time. I remember spending a month without my pistols; then, on shooting, I missed a bottle four times in succession and it was only twenty paces off. The best marksman I have ever known practised continually. If he were to see a fly on the wall he would call for his pistols. Bang! there it was flattened (flatten = *aplatir*) where it had stood. I knew another man who, at one hundred and twenty paces, would lay low (*abattre*) a *mouflon* with a rifle bullet through the head or the shoulder, as he wished. He used his rifle as easily by night as by day,—which seems incredible. One must have constant practice not only to attain (= to gain) such skill but also to retain it.

## IV.

- 20 Translate into English:

Je ne suis, mademoiselle, qu'un vieux malade, et il faut que mon état soit bien douloureux puisque je n'ai pu répondre plus tôt à la lettre dont vous m'honorez, et que je ne vous envoie que de la prose pour vos jolis vers. Vous me demandez des conseils, il ne vous en faut point d'autres que votre goût. L'étude que vous avez faite de la langue italienne doit encore fortifier ce goût avec lequel vous êtes née, et que personne ne peut donner. Le Tasse et l'Arioste vous rendront plus de services que moi, et la lecture de nos meilleurs poètes vaut mieux que toutes les leçons; mais, puisque vous daignez de si loin me consulter, je vous invite à ne lire que les ouvrages qui sont depuis longtemps en possession des suffrages du public, et dont la réputation n'est point équivoque. Il y en a peu; mais on profite bien davantage en les lisant qu'avec tous les mauvais petits livres dont nous sommes inondés. Les bons auteurs n'ont de l'esprit qu'autant qu'il en faut, ne le recherchent jamais, pensent avec bon sens, et s'expriment avec clarté. Il semble qu'on n'écrive plus qu'en énigmes. Rien n'est simple, tout est affecté; on s'éloigne en tout de la nature, on a le malheur de vouloir mieux faire que nos maîtres.

—Voltaire.

## STANDARD VIII.

## GERMAN AUTHORS.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

Values.

14    1. Translate into English:

So liesz es sich nicht aendern. Er blieb Oberlieutenant und um so lieber, weil ihm Herr Bantes, sein gewesener Vormund, laengst den winzigen Rest seines vaeterlichen Erbteils ausgehaendigt hatte, und dieses laengst zu allen Heiden ausgewandert war. Er trieb sich also in der Besatzung umher, machte in den Wachtstuben Gedichte und auf den Paraden philosophische Betrachtungen. Dies gab ihm bittere Langeweile, bis einmal die Truppen verlegt wurden. Da traf es sich ganz unerwartet, dasz seine Kompanie Befehl erhielt, nach Herbesheim in Besatzung zu gehen.

An der Spitze seiner Kompanie—denn der Hauptmann, ein reicher Baron, war auf Urlaub—rueckte er als kommandierender in sein Vaterstaedtchen ein. O, wie ward ihm beim Aublick der zwei schwarzen, hochgespitzten Kirchtuerme und des alten, wohlvertrauten, grauen Thorturms! Vor dem Rathause schwieg die Trommel. Ein Paar Ratsherren brechten die Quartierbillets. Der Kommandierende, versteht sich, ward ins vornehmste, das ist, ins reichte Haus der Stadt einquartiert, also zu Herrn Bantes, Angenehmeres haette ihm der gesamte loebliche Stadtrat nicht erweisen koennen.

4    (a) *Sein gewesener Vormund,—der gesamte, lobliche Stadtrat.* Decline through singular and plural.

2    (b) Angenehmeres. Adduce similar German examples and give their English equivalents.

4    (c) Give the 3rd singular present indicative of: *gab, traf, erhielt, brachten.*

2. Translate into English:

So schloz Waldrich seine Erzaehlung. Es war sichtbar, dasz die aufmerksamen Zuhoerer diesmal ihre Plaetze verlieszen, weniger von der Erzaehlung ergriffen als das erste Mal, und sich mit ungezwungener Munterkeit unter einander mischten. Indessen schien der zweite Teil der Sage doch auch nicht ohne Eindruck geblieben zu sein; denn man unterhielt sich den ganzen Abend davon, und einige gar ernsthaft ueber die Moeglichkeit solchen Spuks. Am kecksten jedoch spottete der alte Herr Bantes ueber das Maerchen. Sein Witz and Spott aber wirkte bei den Wenigsten; denn man kannte ihn schon als eine Art Freigeist, und man wuszte, dasz der ehemalige alte Pfarrer deutlich auf ihn gezielt habe, wenn in der Predigt von Arianern, Naturalisten, Deisten, Atheisten und Socinianern Rede gewesen war.

Wie maechtig die Erzaehlung Waldrichs die allgemeine Teilnahme angeregt hatte, ward schon daraus klar, dasz die ganze Stadt in den folgenden Tagen sie wieder erzaehlte,

und dasz sie, natuerlich mit mancherlei Zusaetzen reich ausgestattet, herumgeboten ward. Zu einer andern Zeit haette sie kaum hingereicht, den Abend einer Wintergesellschaft auszufuellen. Jetzt aber, da die Rede von der hundertjaehrigen Wiederkunft des toten Gastes an der Tagesordnung war, beschaeftigte es allerdings die Neugier auch der Unglaeubigsten oder Gleichgueltigsten, was fuer eine Bewandtnis es mit dem toten Gast habe.

Waldrich erfuhr erst spaeter, welches unbeabsichtigte Schicksal sein Geschichtchen hatte. Denn er muszte Herbesheim in Geschaeften seines Regiments auf einige Wochen verlassen. Das haette er nun gern abgelehnt, nicht nur wegen des haeszlichen Winterwetters, das sich frueh einzustellen drohte, sondern auch um Friederikens, oder vielmehr seiner selbst, willen. Denn nun erst, da seiner Liebe Gefahr drohte, war diese zur Leidenschaft geworden. Allein der Befehl war da, und der soldatische Gehorsam konnte nichts einwenden.

- 3 (a) *Am kecksten*. Distinguish in use from *der keckste* and *auf keckste*. Give examples.
- 2 (b) *Aber, sondern, allein*. Explain the characteristic uses of these conjunctions.
- 6 (c) Write the 2nd singular imperative of *schloez*, *wusste*, *erfuhr*, and the 3rd singular imperfect subjunctive of *kann*, *verlassen* and *einwenden*.

20 3. Translate into English:

"Kinder," sagte Herr Bantes, "da seht ihr nun, welche Schleppe von Narrheiten und Albernheiten der *Aberglaube* hinter sich zieht. Und sogar ich, alter Philosoph, habe noch die Schellenkappe aufsetzen und mittragen muessen. Ich moechte mich gern schaemen, aber find' es doch auch laecherlich, sich seiner armen menschlichen Natur geradewegs zu schaemen. Also bleibt's dabei, keiner duenke sich hoch, fest, stark auf den Fueszen, sondern sehe sich lieber vor, dasz er nicht falle. Mama, lasz eine Bowle Punsch machen, damit wir froh werden mit unserm Kommandanten. Ich sage "wir," das soll heissen, nur meine Menigkeit; denn du, Mama, hast einen vollstaendigen Sieg der *Aufkluerung* davon getragen und bist froh; und dir, Friederike, sieht man es auch wohl an, dasz du dem Waldrich da gegenueber gar nicht bekuemmert bist, denn du hast inen vollstaendigen Sieg fur deine Liebe davon getragen.

"Mama, lasz eine Bowle Punsch anrichten; lasz alles Geschwaetz bei Seite. Wir muessen uns die verwuenschte Geschichte aus dem Gedachtnisse mit Punsch wegbeizen. Auch der Staerkste und Mutigste, der schon mehr als ein Dutzend Kugeln um seine Ohren pfeifen hoerte, hat einmal seine Reizaus-Minute; auch der Weltumsegler, der sich in den fremdesten Landen und Meeren nicht verirrt, kann einmal auf einem Spaziergange den rechten Weg verfehlen; auch die andaechtigste, reinste Himmelsbraut in Kloster hat einmal einen Augenblick wie jede Evenstochter; auch der gescheiteste Mann unterm Monde hat einmal seinen Tag, wo Hans Ballhorn verstaendiger ist als er."

- 4 (a) *Danke sich, sehe sich, falle, froh werden.* State the rules for the moods of these verbs.
- 4 (b) Explain the personal references in *Aberglaube, Aufklaerung, Liebe*. Who was *Hans Ballhorn*?
- 3 (c) Give the 1st singular perfect indicative of: *zeiht, bleibt* and *heissen*.
- 10 4. Translate the idioms: *Ihr habt mich alle zum Besten. Freundlich empfiehlt er sich Ihnen durch mich. Ew. Gnaden wollen es doch aber ja nicht uebel deuten. Mache er sich aus dem Staub! Es ward nun Ernst aus der Sache. Sie war ihm in vollem Ernste gut. Sie ist krank geworden und laeszt mir absagen. Die Hacken wurden ihnen unter den Fueszen lang. Macht euch beide nur nicht so breit! Die Geschichte war nicht ganz aus der Luft gegriffen.*

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STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

*Clear and idiomatic English is required.*

TIME—TWO AND ONE-HALF HOURS.

I.

*Values.*

- 5 1. How is the passive voice formed in German? Show, with examples, the various substitutes for the passive.
- 5 2. State *four* conditions under which adjectives in German are used without case-endings. Illustrate.
- 5 3. Give German sentences, with their English equivalents, to illustrate *five* ways of rendering the demonstrative pronoun of the third person (he, she, it, etc.).
- 5 4. State and illustrate the peculiarities of grammatical construction that characterize the use of the model auxiliaries in German.
- 5 5. Translate the following and continue the German throughout singular and plural:  
 (a) *Es ist mir sehr leid.*  
 (b) *Ich denke mir seine Furcht.*  
 (c) *Ich schaeme mich deiner.*  
 (d) *Es freut mich.*
- 5 6. Name three ways of rendering into German participial forms in *ing* and give examples.

II.

- 30 Translate into German:  
 1. They will have to try again if they do not pass the examination this year.

2. By what tailor does he have his clothes made? I should like to know.
3. As she was going past Mr. Brown's the family was just coming out.
4. You will catch cold if you do not put on your overcoat.
5. They had been here since the day before yesterday and had not been allowed to enter.
6. Kindly lend me a few dollars for a week or so. I haven't a cent about me.
7. Shall I send for a carriage? It isn't worth while, I'd rather walk.
8. People should never forget to thank those who help them.
9. Shakespeare was born in fifteen hundred and sixty-four at Stratford-on-Avon and passed his youth in that place.
10. I should be glad to work, if I could. Alas; had I only been more industrious!

## III.

20 Translate into German:

The dead guest had actually arrived in Herbesheim and had gone to "The Black Cross." Wise old philosophers like Herr Bantes might call such a piece of news an old wives' story if they liked; but how were they to explain the strange facts? Here was a man whose appearance agreed perfectly with that of the dead stranger. He had a pale face and was dressed from head to foot in raven black. His form was tall. He wore on his fingers diamond rings and travelled with carriage and horses. Strangest of all, he arrived (*eintreffen*) on the very first Advent Sunday and in the midst of wind and rain.

Even Herr Bantes, however, ceased to laugh at others and to mock at their fears, when the tall thin man with the hollow voice claimed to be the son of his old friend, Herr Hahn, the banker. He had come, he said, concerning the engagement to Herr Bantes' daughter. Might he see her? This was too much for the father's philosophy and he soon got rid of the unwelcome visitor.

## IV.

Translate into English:

Nicht zu leugnen ist es, dass Allen das Herz klopfte, als die Tritte sich vorsichtig dem Hause naeherten.

Der Hauptmann hatte das Fenster geoeffnet und lauschte hinter dem Laden, die uebrigen traten ihm nach und vernahmen nun fluesternde Stimmen, aber ohne den Inhalt der Worte zu verstehen. Einige Minuten

wurde alles still, dann verrieten die knisternden Zweige des Epheus (ivy), dasz die Diebe heraufzuklettern begannen.

Atemlos standen die Lauscher und die Maenner empfanden es als eine Qual, so unthätig zu warten, ja nicht einmal zu sehen, wie die Boesewichter sich naeherten.

Ploetzlich klirrte ein Fenster des Saals, und nun griffen der Hauptmann und seine Gefaehrten nach den Gewehren, denn jetzt galt es, auf der Hut zu sein, wollte man die Beute sich nicht entwischen lassen.

Durch ienen Spalt der nicht ganz geschlossenen Thuere war ein Teil des Saals zu uebersehen. Man erblickte zwei Maenner, die vorsichtig vom Fenster herunterglitten; dann zuendete der eine die kleine Blindlaterne an, die der andere ihm reichte, indem er halblaut sagte: "Nun, Joseph, nimm, deine feunf Sinne zusammen, damit wir schnell den rechten Ort finden."

—Amalie van Clausberg.

## PROFESSIONAL EXAMINATIONS, APRIL, 1909.

### FIRST CLASS.

### HISTORY AND PHILOSOPHY OF EDUCATION.

TIME—THREE HOURS.

1. Write a note on Pericles and Julius Caesar, and show how they are typical products of the best in Grecian and Roman civilization.

2. Write a note on any *one* of the following:

- (a) Early Christian and later Monastic Education.
- (b) The educational revival under Charles the Great and Alfred the Great.
- (c) The rise of the European universities.

3. Point out the distinctive characteristics of the following educational movements:

- (a) Literary and Scholastic.
- (b) Realistic.
- (c) Disciplinary.
- (d) Scientific.
- (e) Psychological.
- (f) Sociological.
- (g) Eclectic.

4. "Education comprehends, therefore, the harmonious action of the opposites: authority and obedience, universality and individuality, work and play, habit and spontaneity." Explain somewhat fully.

5. Write a brief note on intellectual education, under the following heads: the intuitive epoch, the imaginative epoch, the logical epoch.



6. (a) Distinguish between moral culture and religious culture.
- (b) Discuss the function of the school with respect to each of these.

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FIRST CLASS.

LANGUAGE.

TIME—TWO HOURS.

1. Grammar has been sometimes defined as "the art of speaking and writing the English language with propriety." How far does this definition appear to you to be true or adequate? By what expedients, other than the teaching of formal grammar, is it possible to enrich a scholar's store of words, and to encourage precision in the use of them?

2. Show by what steps you would lead a pupil to arrive at the definition of an adverb.

3. Distinguish between the training and the discipline of the intelligence. What are Laurie's reasons for considering grammar as a disciplinary subject of study?

4. Give some rules for conducting a good dictation lesson, and for correcting the exercises expeditiously and thoroughly.

5. What are main values of composition as a subject of study in elementary schools?

6. Indicate the importance of (a) oral language work, (b) original work in public school grades.

7. Make out a plan for a picture lesson in Standard III. What seat work would you assign?

8. How will you lead pupils in Standard VI to see whether the following extract is faulty in paragraph or sentence structure? Indicate any corrections you may lead them to make:

"The storm still followed me, when I retired to my cabin. The whistling of the wind through the rigging sounded like funeral wailings. As the ship laboured in the weltering sea, the creaking of the mast, the straining and groaning of bulkheads were frightful. It seemed as if death were raging round this floating prison, seeking for his prey, as I heard the waves rushing along the sides of the ship and roaring into my very ear; the mere starting of a nail, the yawning of a seam, might give him entrance. A fine day with a tranquil sea and a favouring breeze, soon put all these dismal reflections to flight. It is impossible to resist the gladdening influence of fine weather and fair wind at sea. How lofty, how gallant, a ship appears—how she seems to lord it over the deep, when the ship is decked out in all her canvass, every sail swelled, and careering gaily over the curling waves."

## FIRST CLASS.

## READING AND LITERATURE.

TIME—THREE HOURS.

1. Sunset and evening star,  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea,

But such a tide as moving seems asleep,  
Too full for sound and foam,  
When that which drew from out the boundless deep  
Turns again home.

Twilight and evening bell,  
And after that the dark!  
And may there be no sadness of farewell,  
When I embark;

For tho' from out our bourne of Time and Place  
The flood may bear me far,  
I hope to see my Pilot face to face  
When I have crossed the bar.

- (a) What would be your aims in teaching this selection to a class in Standard VI.
- (b) Discuss, somewhat fully, your method of presentation.
- (c) What seat work, if any, would you assign?

2. "The man who doubts whether literature can be taught must have strange notions of the meaning of the word teaching." Give briefly the substance of Laurie's remarks on the teaching of literature in schools.

3. Show clearly what advantage a long selection such as "Evangeline" has over a series of short selections as reading matter for literary purposes in High School grades. Indicate the difference in your method of treatment.

4. Discuss the various methods in common use for teaching young children to read; state which you prefer and give your reasons.

5. What are the chief points to be kept in view in teaching the art of reading? Discuss the importance and usefulness of (a) pattern reading (b) silent reading (c) simultaneous reading.

6. "But the fundamental truth should be kept steadily in view, that nothing but literature has any claim to a place in a series of readers." Criticize this statement.

## FIRST CLASS.

## PSYCHOLOGY AND GENERAL METHOD.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Describe the cortex of the cerebrum, using a diagram.  
(b) Explain clearly the term "localization of cortical functions," and state the facts upon which the theory is based.
2. (a) Discuss the body-mind copartnership under the heads:  
(1) Functions of its members.  
(2) Their interdependence.  
(3) The attainment of its highest efficiency.  
(b) Deduce important pedagogical principles from (a).
3. (a) "The problem of interest and attention is the central problem of education." Discuss.  
(b) State and answer the specific psychological problem implied in (a).  
(c) State the three different effort-interest theories, and give, with reasons, your opinion of each.
4. (a) Discuss the functions and values of (1) mental imagery, (2) habit.  
(b) Show how perception involves the use of past experience.
5. (a) Enumerate the executive powers and show how the higher are depended upon the lower.  
(b) Name and describe the different types of decision. Suggest means of overcoming the weaknesses exhibited by any of these types.
6. (a) What are the nature and function of feeling? How does emotion differ from feeling in these two respects?  
(b) Illustrate the rise and subsidence of the emotion of anger.  
(c) Give rules for the training of emotions.
7. Write notes on, (1) training in observation, (2) influence of imagination on bodily condition, (3) apperception.
8. Describe briefly the formation of (a) individual, (b) general notions.
9. "If we were limited to individual notions our knowledge of the outer and the inner world would necessarily be incomplete." Expand and explain.
10. Write a brief note upon the laws that govern the presentation of new subject matter.

## FIRST CLASS.

## MATHEMATICS.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Trace the development of methods of teaching arithmetic from the latter half of the eighteenth century to the present.

(b) Make a list of six or eight topics that might be omitted from our arithmetics, or given little prominence, with reasons. Account for the presence of each in texts.

2. (a) Discuss the advisability of teaching the four processes simultaneously.

(b) Make a lesson plan for the teaching of  $\frac{1}{2}$  and  $\frac{1}{4}$ .

3. (a) Teach the solution of the following problem: Three apples cost 10c.; what will a dozen apples cost?

(b) To what class would such a problem be given?

4. Make out a plan for teaching complex fractions and their simplification.

5. (a) Give a classified list of the applications of percentage in order of increasing difficulty.

(b) Explain how you would teach any one of them.

6. Develop with a class a method of finding the area of a sphere.

7. Explain your method of teaching (1) the negative number, (2) multiplications which involve the negative number, (3) factoring of expressions of the type of  $ax^2 + bx + c$ .

8. (a) When and how would you introduce the equation in algebra?

(b) Show how to teach the solution of (1)  $\frac{3}{5}x + 5 = x - 1$ .

(2) the sum of two numbers is 72, their difference is equal to one-fifth of the larger number. Find the numbers.

9. Outline Spencer's method and course in elementary geometry. Criticize.

10. (a) Discuss the statement: "Young pupils should be allowed to work with a large body of axioms."

(b) Teach the proposition: The exterior angle of a triangle is equal to the sum of the interior opposite angles.

## FIRST CLASS.

## TEACHING, CLASS MANAGEMENT AND SCHOOL LAW.

TIME—THREE HOURS.

1. Write a brief note on the assignment of lessons under the following heads: knowledge of subject by the teacher, principles governing lesson assignment, method of assignment.

2. (a) Distinguish between inductive and deductive methods of teaching; (b) Point out the advantages and disadvantages of each.

3. Explain the value and use of object lessons.

4. (a) What are the chief ends of punishment? (b) What are the evils of punishment from the educator's point of view?

5. What objection is there to equal punishment for equal offences?

6. How will you endeavour to secure the development of habits of punctuality, industry and courtesy in the pupil under your charge?

7. Write out some of the chief principles to be observed in the lighting and ventilation of schoolroom.

8. Why are time-tables essential in a school? What should be the chief principles in constructing them?

9. Discuss: "The end of all study is growth and manhood, not mere ability to pass an examination."

10. State briefly the substance of the provisions of The School Ordinance with regard to suspension of pupils, compulsory attendance of pupils, religious instruction.

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FIRST CLASS.

## HISTORY.

TIME—ONE AND ONE-HALF HOURS.

1. Discuss the values of the study of History.

2. Show the importance of correlating History with Geography and discuss the chief geographical factors that have influenced history.

3. Outline the work in civics you would take with Standard IV.

4. Outline and criticize the course in history laid down by Spencer.

5. Outline lesson-plans for teaching—
    - (a) The events and causes leading to Confederation, Standard IV.
    - (b) The Reform Bill of 1832, Standard V.
- 

FIRST CLASS.

GEOGRAPHY, NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

1. Draw a map of Western Canada, and represent thereon the chief ranges of mountains, the drainage, the prairie steps, the prairie, park-country and wooded areas, the main lines of railway, the provinces, the coal areas.
  2. Give in outline a course in geography suitable for Standard II. Note any departures from the authorized course, with reasons. In what order should the course be taught?
  3. (a) Discuss the values of records in geography and nature study.  
(b) Make out a weather chart for Standard I.
  4. Explain your method of dealing with germination in Standards I and II.
  5. Teach the ant in Standard III.
  6. Give, pretty fully, Spencer's course and methods in object study. Criticize.
  7. (a) Tell how to find out the needs of an exhausted soil. What are the three common needs?  
(b) What are the various methods of restoring such soil?
  8. Describe in detail methods for (1) conserving soil moisture, (2) nitrification.
  9. Write notes on: (1) tree-planting, (2) seed selection, (3) destruction of weeds.
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FIRST AND SECOND CLASS.

MANUAL TRAINING, DRAWING AND WRITING.

TIME—THREE HOURS.

1. Discuss the place and value of Manual Training as a school subject under the following heads:
  - (a) Its relation to child development—physical, psychological.
  - (b) Its relation to the world of activity into which the child goes on leaving school.
  - (c) Its relation to the other subjects on the course of study.
  - (d) Its organization and development as a subject in itself.

2. Discuss in some detail the possibilities of clay-modelling and card-board work, as phases of manual training work.
  3. Write a note on the history of the manual training movement, and discuss the present outlook for this subject in Alberta.
  4. Plan four groups of two members each; write the names of the objects you would choose for each group; make a finished drawing of one of these groups.
  5. "The apparent width from back to front of any horizontal face decreases as it approaches the level of the eye." Illustrate by three outline drawings of one of the type solids.
  6. Design a cover for a book, giving the title. The design may be either conventional or pictorial.
  7. Discuss the advantages of the medial slant system of writing and the muscular movement.
  8. In order that pupils acquire a satisfactory mastery of the art of writing what must they do? What can the teacher do to help them?
  9. Make a suitable grouping of the letters, both small and capital, giving your reasons for such grouping.
  10. Outline a lesson for Standard III on (a) any *one* of the groups of small letters, (b) any *one* of the groups of capital letters.
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## FIRST AND SECOND CLASS.

## HYGIENE AND PHYSICAL CULTURE.

TIME—TWO HOURS.

1. Distinguish between physiology, anatomy and hygiene, and discuss their relative place and value on the course of study.
2. Outline briefly the teacher's duties regarding the physical condition and hygiene surroundings of school children.
3. Write the plan for a lesson in Standard IV, on the care and structure of the ear.
4. Write the plan for a lesson in Standard II, on the care and structure of the eye.
5. Describe briefly how you should act in case of the following emergencies:
  - (a) Drowning.
  - (b) Venous or arterial bleeding.
  - (c) Fracture of bone or dislocation of joint.
  - (d) Burns or frost-bites.

6. Discuss the value of free play as a factor in the physical and mental development of children.

7. What is the special function of physical culture on the school program?

8. Discuss the teacher's relation to the play-ground and play-ground activities.

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### MUSIC.

TIME—

1. What is the primary object of singing and of systematic instruction in music in the school room?

How will you obtain the most desirable characteristics of singing in the class?

2. What qualities should a good school song possess?  
Name five songs suitable for an ungraded school.

3. Describe the method of procedure in teaching an ordinary lesson in Standard II, and in the presentation of a rote song in a primary room.

4. Write on the staff the scales of a, e, b, indicating the half and whole steps, in formation. Write the chromatique scale.

5. Illustrate any phrase in notation in  $\frac{3}{4}$  time, using whole, half, quarter and eighth notes, half and quarter rests, hold, accidental.

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### SECOND CLASS.

#### READING AND LITERATURE.

TIME—THREE HOURS.

1. Dear Harp of my country! in darkness I found thee,  
The cold chain of silence had hung o'er thee long,  
When proudly, my own Island Harp, I unbound thee,  
And gave all thy chords to light, freedom, and song!

The warm lay of love and the light note of gladness  
Have waken'd thy fondest, thy liveliest thrill;  
But, so oft hast thou echo'd the deep sigh of sadness,  
That ev'n in thy mirth it will steal from thee still.

Dear Harp of my country! farewell to thy numbers,  
This sweet wreath of song is the last we shall time.  
Go, sleep with the sunshine of fame on thy slumbers,  
Till touch'd by some hand less unworthy than mine;

If the pulse of the patriot, soldier, or lover,  
Have throb'd at our lay, 'tis thy glory alone;  
I was but as the wind, passing heedlessly over,  
And all the wild sweetness I waked was thy own.



(a) Outline, somewhat fully, your aims in teaching the above selection to a class in Standard V, the nature of the preparatory work and the method of presentation.

(b) What seat work would you assign?

(c) How would you endeavour to secure expressive and intelligent oral reading of this selection?

2. Describe the various methods in common use for teaching young children to read; state which you prefer and give your reasons.

3. What are the chief points to be kept in view in teaching the art of reading? Discuss the importance and usefulness of (a) pattern reading, (b) silent reading, (c) simultaneous reading.

4. What should be the aims of the teacher of literature in (a) primary, (b) intermediate, (c) senior grades?

5. Distinguish between discursive study and intensive study of literature. What are the advantages of each?

6. What, according to Hinsdale, is the relation of reading to (a) guidance studies, (b) disciplinary studies, (c) culture studies, (d) general literature.

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## SECOND CLASS.

### HISTORY OF EDUCATION.

TIME—THREE HOURS.

1. Write a note on Athenian education, under the following heads:

- (a) Ideals.
- (b) School organization.
- (c) Course of study.
- (d) Product.

2. Describe the training given to a Roman youth who was destined for public service during the days of Imperial Rome.

3. Write a note on Christian Education under the following heads:

- (a) Christian thought contrasted with pagan thought.
- (b) The early Christian schools.
- (c) The Monastic and Church schools of the Dark Ages.

4. Mention the important influences leading to the Renaissance.

5. Write a brief note on any *three* of the following reformers:

- (a) Comenius.
- (b) Mulcaster.
- (c) Pestalozzi.
- (d) Spencer.

6. Name two of the men noted for their special service in laying the foundation of the educational work in the United States and Canada. Tell what you know of their work.

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SECOND CLASS.

PSYCHOLOGY AND GENERAL METHOD.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Describe the cortex of the cerebrum, using a diagram.  
(b) Explain clearly the term "localization of functions," as applied to the cortex. State the facts upon which this theory is based.
2. (a) Give a brief general description of the stream of consciousness.  
(b) From (a), define attention, mental fact, physical fact.  
(c) What are the antecedents of sensation?
3. (a) "The great secret of interest is adaptation." (Gordy). Discuss the statement under the heads: (1) questioning, (2) assignment of lessons, (3) discipline, (4) the daily time-table.  
(b) If a pupil liked arithmetic and disliked geography, or conversely, how would you try to develop an interest in the subject to which he was indifferent?
4. (a) Explain the term "association of ideas."  
(b) State and illustrate the fundamental law of association.  
(c) By means of well-chosen typical examples, show how you would have pupils make use of association in learning.
5. (a) Describe the processes of forming, (1) a percept, (2) a concept, from a vague class-image.  
(b) What are the functions of language?
6. (a) Explain and illustrate the difference between the thinking of an animal and that of a man.  
(b) Show clearly and fully how you would employ the objective method in teaching preposition.  
(c) What are the special values of the objective method?
7. (a) Write notes on, (1) curiosity of children, (2) the practical value of constructive imagination, (3) the training of memory.  
(b) Why should the teacher study his pupils individually?
8. Distinguish between emotion and feeling. State and illustrate the function of each.
9. What is meant by (a) the science of education, (b) the art of education.
10. Write a brief note upon the transaction from individual notions to general notions.
11. "The apperceptive power of the child is the centre of our educational system." Expand and explain.

## SECOND CLASS.

## ARITHMETIC.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Trace the changes in aims in the teaching of arithmetic, and show how each aim has left its effect in the subject-matter of the text book.

(b) Enumerate the improvements in arithmetic that have taken place since the Renaissance.

2. (a) Explain briefly the general principles laid down in "Tilley" for the teaching of number.

(b) Give and criticize Tilley's method of teaching 8.

3. (a) Make a lesson plan for teaching square measure.

(b) To what Standard would you teach this lesson? State the general principles that guide you in presenting the lesson.

4. (a) Discuss counting as an exercise. Give the various kinds of counting you would employ, and tell the purpose of each.

(b) Explain how you would teach  $\frac{1}{2}$  and  $\frac{1}{4}$  to a Part I class.

5. Problem: Find the value of a block of land 60 rods by 40 rods, at \$45 per acre.

(a) Point out the errors commonly made by pupils in solving this question.

(b) Give series of questions you would ask a pupil to lead him to correct his errors.

(c) Give a full and correct solution of the problem.

6. Explain clearly how you would teach division of fractions.

7. Teach the first lesson in bank discount.

8. Show how to develop the method of finding the area of a triangle.

9. Discuss the value of oral arithmetic.

10. Give a number of good exercises for seat and class work, suitable for Standards I and II.

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SECOND CLASS.

## LANGUAGE.

TIME—TWO HOURS.

1. What are the educational values of Grammar as a subject of study?

2. What order should be followed in teaching the parts of speech? Give your reasons.

3. Make out a lesson plan for the teaching of one of the following: the classification of conjunctions, the inflection of an adjective, the complex sentence.

4. What are the main reasons of defective spelling?

5. Indicate your method of conducting, (a) a spelling, (b) a dictation lesson.

6. What are the main defects in the teaching of composition?

7. Outline a composition exercise in Standard II, based upon any one of the following pictures: The Shepherdess, The Angelus, The Watering Trough.

8. Make a list of suitable exercises in composition for pupils in Standard I, in Standard II.

9. How would you lead pupils in Standard V to see in what respects the following paragraph is faulty? Indicate the corrections you will lead them to make:

"The crocodile does not attempt to swallow a large prey at once, but generally carries it away, and keeps it for a considerable time in its jaws in some deep hole beneath a rock at the foot of a tree, where it eats it at leisure. The tongue of the crocodile is so unlike that of any other creature that it can hardly be called by the same name. No portion of it is detached from the flesh of the lower jaw; it is like a thickened membrane extending from the gullet to about half way along the length of the jaw."

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#### SECOND CLASS.

#### GEOGRAPHY, NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

1. Discuss according to "Tilley,"—(1) the scope and aims of geography, (2) the chief causes of defective teaching, (3) the teacher's qualifications, (4) aids for teaching geography.

2. Outline a course in geography suitable for Standard II. Note and give reasons for any departures from the authorized Programme of Studies. Indicate in general the order in which the work should be taken up.

3. Draw a map of Alberta, and indicate thereon the mountains, the drainage, the wooded, prairie and park country areas, the railways, cities and mineral areas.

4. Explain how you would teach island and peninsula.

5. Indicate the nature of the work you would do in nature study in Part I.

6. Make a lesson plan for the teaching of the apple, Standard II.



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7. Explain how you would carry on the study of buds, Standards I and II.

8. Outline the treatment of the sheep, in Standard IV.

9. Explain the values of (1) drainage, (2) thorough tillage.

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## SECOND CLASS.

### HISTORY.

TIME—ONE AND ONE-HALF HOURS.

1. Discuss fully the mistakes commonly made in the teaching of history.

2. Give an account of the stages and procedure of an ordinary history lesson to a Standard IV class.

3. Describe the nature of the work in history you would give Standard II and indicate the principles that would guide you in teaching it.

4. Outline very briefly the work in civics you would take with Standard IV.

5. Outline lesson-plans for teaching:
- (a) Frontenac to Standard III.
  - (b) Magna Charta to Standard IV.

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## SECOND CLASS.

### TEACHING, CLASS MANAGEMENT AND SCHOOL LAW.

TIME—THREE HOURS.

1. Distinguish between analytical and synthetical teaching. Which of these methods is in general better suited for object lessons? Why?

2. Discuss the advantages and disadvantages of (a) the topic, (b) the page method of lesson assignment. Which method will you employ? Why?

3. It is frequently found that the answering in class subjects is confined to a few of the children. What are the causes of this, and how would you remedy it?

4. How would you deal with the following: wilful disobedience, indolence, lying, copying?

5. What are some of the chief principles underlying the construction of a time-table for an ungraded school?

6. Write a note on the seating of pupils in an ungraded school.
  7. State briefly the substance of the provisions of The School Ordinance with regard to suspension of pupils, compulsory attendance of pupils, religious instruction.
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FIRST CLASS.

HISTORY AND PHILOSOPHY OF EDUCATION.

NOTE.—Take any three of the last four questions.

1. Write a note on the development of higher education in Greece, and indicate the special service of the Sophists, and the Philosophers—Socrates, Plato and Aristotle.
2. Point out the relation of Roman civilization to Greek civilization, and the special contributions of each to later Western civilization.
3. Write a note on the aims, character, and service to civilization, of the Educational work of the Christian church during the Dark Ages.
4. Write a note on the Renaissance and Reformation under the following heads:
  - (a) Influences leading thereto.
  - (b) General character.
  - (c) Effect on subsequent educational work.
  - (d) Significance in relation to development of Western civilization.
5. Point out the more important improvements in the educational situation since the time of the Renaissance and indicate the individuals, societies, and great movements that have been influential in bringing about the progress noted.
6.
  - (a) Make a comparison of Dewey and Spencer.
  - (b) Account for the main differences between them.
7. Discuss:—"The mind of the teacher moves forward in the same line of thought, feeling and volition with the mind of the one taught." (Tompkins.)
8. "The true aim of teaching is one with the true aim of life, and each lesson must be presented under the conscious purpose of making the most out of life of the one taught." (Text.) Expand.
9.
  - (a) Show fully the educational significance of the protracted infancy of the human being.
  - (b) Outline briefly the work of the school as a social institution.



## FIRST CLASS.

## GRAMMAR, COMPOSITION AND SPELLING.

1. Give briefly Laurie's views in regard to: (1) when formal study of grammar should begin; (2) on what principles we should determine how much is suitable for any given grade; (3) what grammar should be taught up to the age of 12; (4) the *real* method in teaching grammar.

2. State clearly your notions of the proper uses of a text book in the teaching of grammar. Specify for different stages of school life, if you consider necessary.

3. Outline a complete plan for the teaching of the future perfect tense, the indefinite tense being known.

4. Explain the relation, in the early years, of the art of Composition to Literature.

5. "Now the learning of the body of grammar even, with examples tagged on, will not make a *correct* writer, nor will the learning of rules of rhetoric, with illustrations tagged on, make an eloquent writer." Explain, and suggest how you teach the rules of rhetoric so as to lead pupils to see their force.

6. Write brief notes on written exercises in composition, their nature, mode of correcting, etc., in Standards III and IV.

7. Give some practical suggestions on: (a) the teaching of letter writing; (b) the conducting of dictation exercises; (c) teaching of description of natural objects (students may answer (c) by a plan for a specific case).

## FIRST CLASS.

## READING AND LITERATURE.

1. "Of old sat Freedom on the heights,  
The thunders breaking at her feet:  
Above her shook the starry lights:  
She heard the torrents meet:  
  
There in her place she did rejoice,  
Self-gather'd in her prophet mind,  
But fragments of her mighty voice  
Came rolling on the wind.  
  
Then stept she down thro' town and field  
To mingle with the human race  
And part by part to men reveal'd  
The fullness of her face.  
  
Grave mother of majestic works,  
From her isle-altar gazing down,  
Who, God-like, grasps the triple forks,  
And, king-like, wears the crown:

Her open eyes desire the truth.  
 The wisdom of a thousand years  
 Is in them. May perpetual youth  
 Keep dry their light from tears;

That her fair form may stand and shine,  
 Make bright our days and light our dreams,  
 Turning to scorn with lips divine  
 The falsehood of extremes!"

(a) Show by an outline plan how you would introduce\* (or assign) and present this passage to a class in Standard VI or VII.

(b) Point out any passages in the last three stanzas that claim especial remark and show how you would lead pupils to see their force and literary quality.

2. What are the most prominent aims in the teaching of literature? Show how what you say applies to (a) primary, (b) intermediate, (c) grammar grades.

3. What kind of literary study does Laurie advise for pre-adolescent years? Suggest some material.

4. What suggestions can you give for the treatment of books, in and out of school, with younger pupils, so as to create and develop a love of good, wholesome literature?

5. What do you understand by literary style, and by the teaching of it to the early grades?

6. "The first lessons in the primary room are language lessons."

(a) Discuss the need and value of such lessons.

(b) Mention a variety of suitable topics.

7. Outline a lesson in phonics on the long sound of "o."

#### FIRST CLASS.

#### PSYCHOLOGY AND GENERAL METHOD.

1. (a) Using drawings, describe the structure of the cerebrum.  
 (b) What are its functions?  
 (c) Point out the educational significance of its great size and complexity in the human being.

2. (a) Discuss: "In perception, space relations are most prominent; in memory, time relations are most prominent."

(b) Show the large part played in perception by (i) the muscular sense, (ii) representation, (iii) habit.

3. (a) Distinguish and show the relation between interest and attention.

(b) Construct educational maxims based on the laws of attention.

4. (a) Enumerate the products of the imagination.  
(b) Point out the practical values of imagination.  
(c) Give practical methods of training this power.
5. (a) Discuss the relation between thought and action.  
(b) Describe the steps in deliberative action.  
(c) Name and describe the different volitional types.
6. (a) Distinguish feeling and emotion.  
(b) Give the function of each. Illustrate.  
(c) Explain fully the statement: "Art alone is permanent."
7. (a) Explain and illustrate the "law of series" and the "law of successive clearness."  
(b) Define and illustrate apperception.  
(c) Show the importance of knowing the content of your pupils' minds.
8. (a) Explain how (i) an individual notion, (ii) a general<sup>1</sup> notion is acquired. Illustrate.  
(b) How will this knowledge affect your method of teaching?

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FIRST CLASS.

MATHEMATICS.

1. (a) Outline the development of methods of teaching arithmetic from about 1200 A.D. to the present time, assigning causes for important changes.  
(b) Give a list of topics that should be omitted or given little attention in the arithmetic of today, with reasons.
2. (a) Show the relation between counting and "the four elementary processes" in Standards I and II. (b) Discuss the advisability of teaching the four elementary processes simultaneously.
3. (a) What different conceptions of a fraction would you teach in the elementary school? In what order would you take them? (b) Describe your method of teaching the most elementary of these conceptions.
4. Make out a lesson plan for teaching the multiplication of decimals.
5. Show how to find (a) the area of a circle; (b) the volume of a sphere.
6. What general principles would you follow in teaching (a) tables of denominate measures; (b) applications of percentage?
7. (a) Distinguish arithmetic and algebra. (b) Enumerate the difficulties that confront the beginner in algebra.
8. Describe your method of teaching the negative number.
9. Discuss the relative merits of the inductive and deductive methods in an elementary course in geometry.

## FIRST CLASS.

## HISTORY AND GEOGRAPHY.

1. Discuss the value of History (*a*) for moral training, (*b*) for training the reason, (*c*) in teaching patriotism.

2. Outline a plan for teaching a lesson on the *Constitutional Act* to Standard IV.

3. Discuss the more common causes of failure in the teaching of History.

4. Outline in some detail suitable work in Civics for Standards III, IV and V.

5. Indicate the geographical conditions that influence the history of a country. Illustrate from North America.

6. Discuss the nature and scope of Geography. Is it a suitable subject of study for the lower standards of the public school? Give reasons for your answer.

7. "Modern geography in its broadest sense has resulted from the blockade of the trade routes between Europe and Cathay by the Turks."

Discuss briefly this statement.

8. Outline a lesson-plan for teaching the "trade winds." In which standard would you introduce this topic?

9. Draw an outline map of Alberta showing the drainage, cities, and railways.

10. Discuss the importance of map-drawing in the higher standards of the public school.

Describe methods and devices you would employ in teaching map-drawing in these standards.

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FIRST CLASS.NATURE STUDY AND AGRICULTURE; PHYSIOLOGY  
AND HYGIENE.

1. Discuss somewhat fully the *values* and *aims* of Nature Study in elementary education.

2. "Not only do the expression and form studies—reading, writing, spelling, composition, modelling, drawing, and colour work—naturally and easily correlate with Nature Study but such subjects as geography, physiology, and even arithmetic may be taught in considerable part as Nature Study or by the Nature Study method."

Discuss fully.

3. What preparation would you make for a nature study excursion in the spring of the year in a rural district? Describe your method of conducting such an excursion.

4. Outline a lesson plan for teaching "The house fly" to Standard V.

5. Describe with some detail as to matter and method suitable work in the study of soils that you would take with Standard III.

6. "The draining of the soil and the tilling are means of fertilizing or manuring."  
Discuss fully.

7. Name the digestive juices explaining the action of each. Describe the process of the *absorption* of food.

8. To what extent and in what ways should the teacher exercise supervision over the eyesight of his pupils?

9. What should be done in the following emergencies (a) bleeding from an artery, (b) fainting, (c) freezing?

10. Write a note on physical culture. Use the following outline:

- (a) place and value of calisthenics.
- (b) value and character of free play in childhood and youth.
- (c) the teacher's duties and opportunities on the play-ground.

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#### FIRST AND SECOND CLASSES.

#### TEACHING, CLASS MANAGEMENT AND SCHOOL LAW.

1. State fully the elements of the teacher's fitness that may be acquired by training and experience.

2. What are the chief considerations that govern the making out of (a) term or yearly, (b) a daily, programme of work.

3. Distinguish between form and content subjects, and discuss their relative importance in primary, intermediate, and grammar grades.

4. Distinguish between instruction and training, and discuss in relation to moral education.

5. Write on discipline, as to: occasion, social ends, individual ends, relation to school work, means of maintaining it.

6. State fully what is meant by *controlling* a class.

7. What are the chief ends of punishment? What is the best test of the effectiveness of a punishment in the case of young children? Remark on the use of ridicule or sarcasm, on rigid uniformity, and on imposition of school tasks, in punishment.

**8.** What are the purposes and the most approved qualities of: (a) questions; (b) tests. How can routine activities in school be tested? Illustrate.

**9.** State briefly the substance of the School Act and the Regulations of the Dept. in regard to: (a) lighting, heating, and ventilation; (b) compulsory education; (c) truancy; (d) teacher's duties in case of infectious or contagious diseases.

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#### FIRST AND SECOND CLASSES.

#### WRITING, MANUAL TRAINING AND DRAWING..

(In the questions on writing, students' penmanship will be considered part of the test.)

**1.** (a) What do you consider the chief problems in the teaching of writing? (b) Discuss the place of the copy-book with beginners and show clearly how you would use it.

**2.** Regularity and neatness of form is not always consistent, in the early grades, with ease and freedom of movement. Discuss fully and show how you would try to meet any difficulties involved here.

**3.** Group the small letters according to similarity of elements as you would teach them.

**4.** Indicate the relation of manual training as a school subject to (a) society, (b) the child, (c) the other subjects on the course of study.

**5.** Outline a manual training course suitable for Standards I, II and III. Indicate the special values of each kind of work suggested.

**6.** What principles should guide you in the study of a group of objects? Illustrate by making a finished sketch of such a group.

**7.** Write a lesson plan for a type-form study of the cylinder.

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#### FIRST AND SECOND CLASSES.

#### MUSIC.

**1.** What is the cause of sound? Distinguish between musical sound and noise.

**2.** What note is called the Standard of Pitch? How is it represented?

**3.** Define an octave or replicate. Name notes on lines in treble clef and on spaces.

4. What is a Scale? Give another name for the key-tone of a tune.
5. What Scale is called the Standard Scale?
6. Describe the order of intervals (steps and half-steps) in a Major Scale. Give examples in Scale of C, F, and G, in Staff and Tonic Sol-Fa notation.
7. (a) In going to the first sharp key, by what interval upward or downward is the Doh moved?  
 (b) What tone is displaced?  
 (c) What new tone is introduced?  
 (d) In going to the first flat key, by what interval upward or downward is the Doh moved?  
 (e) What tone is displaced?  
 (f) What new tone is introduced?
8. What is the chief use of Sharps and Flats?
9. When the ear is once filled with the key and its relations (Major mode), which tones seem the strong and which the leaning tones, and which tones have the most marked leaning tendency?
10. In what order would you begin teaching the tones of the Doh chord?
11. Describe the use of a Dot, Tie, Slur, Pause, Rest and Accidental.
12. Write examples in Duple or Two-Pulse Measure, Triple or Three-Pulse Measure, Quadruple or Four-Pulse Measure, with time signature added.
13. (a) Construct a table showing the number each of Minims, Crotchets, Quavers, and Semiquavers required to equal a Semibreve.  
 (b) Show how the following may be represented by tied notes, viz.: the Dotted Semibreve and the Dotted Crochet.  
 (c) Write their value in Crochets and Quavers respectively.
14. State what principles should regulate the choice of breathing-places in a school song, sung to words.

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#### SECOND CLASS.

#### READING AND LITERATURE.

1. Brook! whose society the poet seeks,  
 Intent his wasted spirits to renew;  
 And whom the curious painter doth pursue  
 Through rocky passes, among flowery creeks,  
 And tracks thee dancing down thy waterbreaks;  
 If wish were mine some type of thee to view,  
 Thee, and not thee thyself, I would not do  
 Like Grecian artists, give thee human cheeks,  
 Channels for tears; no Naiad should'st thou be,—

Have neither limbs, feet, feathers, joints, nor hairs;  
 It seems the Eternal Soul is clothed in thee  
 With purer robes than those of flesh and blood,  
 And hath bestowed on thee a safer good;  
 Unwearied joy, and life without its cares.

- (a) State briefly the poetic fancy in this sonnet as a whole.
- (b) Distinguish between the "universal" and the "incidental" features in the selection.
- (c) Make out a plan, or give suggestions, for assigning and teaching this poem to Standard V or VI, so that they would fully grasp the poet's thought throughout.
- (d) Remark on any expressions that call for particular treatment.

2. It has been shown that children's listening vocabulary is greater than their reading vocabulary. Discuss this, and show its bearing on literature teaching in the early grades.

3. What are the chief purposes to be served by the Readers in the schools? "The term Literature is at once too narrow and too wide to indicate the sort of work intended to be included in the teaching of the Readers in the public schools." Explain.

4. What is the best test of a pupil's understanding of a passage in literature? Suggest how you would lead a pupil to meet this test in such a passage as "King Hacon's Last Battle."

5. Discuss Primary Reading under the following headings: Word Method, Sentence Method, Phonic Method.

6. What is the purpose of dramatization in the primary room? What material will you use for this purpose before the children are able to read from the book?

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## SECOND CLASS.

### HISTORY OF EDUCATION.

1. Describe the educational situation during the primitive and early periods of civilization.

2. Write the biography of an Athenian and Roman boy from the time of birth to the attainment of full citizenship.

NOTE.—Make clear the contrast between the educational aims, means, and methods that were characteristic of Athenian and early Roman education.

3. (a) Name, and briefly describe the different kinds of schools that existed in Western Europe during the Middle Ages.

(b) Name three important men who did much to advance the cause of education during the earlier part of this period, and indicate the nature of their work.

4. Write a note on the Renaissance and Reformation under the following heads:



- (a) Influences leading thereto.
- (b) General character of (1) early Renaissance in Italy,
- (2) Renaissance and Reformation in Northern Europe.
- (c) Effect on subsequent educational work.

5. Point out the more important advances made since the time of the Renaissance in regard to (1) educational administration, and (2) educational theory. Indicate the individuals and movements that have been most influential in bringing about the changes mentioned.

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## SECOND CLASS.

### PSYCHOLOGY AND GENERAL METHOD.

1. (a) Give a concise general description of the nervous system.  
(b) What are its functions?  
(c) Show how well it is adapted to perform them.
2. (a) Show clearly the importance of attention in learning.  
(b) Give helpful rules for securing and retaining the attention of the class.  
(c) Explain how voluntary attention develops.
3. (a) "The great source of interest is adaptation."—*Gordy*. Discuss this statement under various heads.  
(b) How would you endeavor to make an uninteresting subject interesting? Illustrate.
4. (a) Enumerate the values of habit.  
(b) Distinguish "habit" and "law of habit."  
(c) Indicate to what extent habit and association operate in perception.
5. (a) Set forth the importance of (i) ready and accurate perception, and (ii) constructive imagination.  
(b) Give practical ways of cultivating these respectively.
6. (a) What is apperception?  
(b) Account fully for the fact that different persons apperceive the same thing differently.  
(c) Show the importance of knowing the content of your pupils' minds.
7. (a) By means of an illustration show how a general notion or concept is formed.  
(b) What are the functions of general names?
8. Give important rules for the training of memory, indicating the value of each.



3. Give a fairly full outline of work in language-expression in the first three standards.

4. Discuss: (a) paraphrasing; (b) imitations of models; (c) teaching of punctuation, chiefly as these exercises concern Standards IV and V.

5. What was the old scholastic notion of grammar, as to its scope and function. What reasons are valid today for the study of grammar?

6. Explain fully what is meant by teaching grammar inductively. Apply this to the teaching of the objective case, or the conjunctive adverb.

7. In the sentences: (a) His having done it all himself is very hard to believe. (b) He cannot choose but hear; show how you lead pupils in Standard IV to see the sentence-elements and their functions.

8. Discuss the teaching of spelling to Standard III under the following headings: (a) sources; (b) preparation; (c) recitation.

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SECOND CLASS.

HISTORY AND GEOGRAPHY.

1. Discuss the values of History as a subject of study.

2. Describe somewhat fully the nature of the work in History that in your opinion should be done in Standard II.

3. Discuss (a) the use of the text-book in the public school standards. (b) The teaching of patriotism in the public school.

4. Outline a plan for teaching a lesson on the *U. E. Loyalists* to Standard IV.

5. Describe the procedure in an ordinary History lesson in Standard V.

6. Describe suitable work in Geography for Standard I.

7. Give suggestions for teaching the following to Standard II:  
(a) *Clouds; dew.*  
(b) The *form* and *rotation* of the earth.

8. Outline a plan for teaching a lesson on the *Mississippi Basin* to Standard III.

9. Describe your method of introducing Standard II to the construction and study of maps. What amount of map drawing would you require in this standard?

10. Under what topics and in what order would you take up the study of a continent? Give reasons for your answer.

## SECOND CLASS.

NATURE STUDY AND AGRICULTURE; PHYSIOLOGY  
AND HYGIENE.

1. Define Nature Study and distinguish from elementary science.
2. Describe in some detail as to matter and methods the work you would take in Plant Life with Standard II.
3. Outline a lesson-plan for teaching "the gopher" to Standard III.
4. What preparation would you make for a nature study excursion in the spring of the year in a country district? Describe your method of conducting such an excursion.
5. Indicate suitable experimental work for the study of soils in Standard III.
6. Name the digestive juices and explain the action of each. Describe the process of the *absorption* of food.
7. To what extent and in what ways should the teacher exercise supervision over the eyesight of his pupils?
8. What should be done in the following emergencies (*a*) bleeding from an artery, (*b*) fainting, (*c*) freezing?
9. Write a note on physical culture. Use the following outline:
  - (*a*) Place and value of calisthenics;
  - (*b*) Value and character of free-play in childhood and youth;
  - (*c*) The teacher's duties and opportunities on the playground.







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